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ABSTRACT

Field-tested over a 2-year period by vocational teachers in West Virginia, this child care curriculum contains 12 competency-based modules and a teacher's manual. The modules cover the following task areas: Displaying a knowledge of child care centers and services and the responsibilities of the child care worker; advising adults on prenatal development and care; caring for and feeding infants; displaying a knowledge of the developmental characteristics of the child; protecting and promoting the physical and emotional health of the child; aiding socialization of the child; handling special behavioral situations; supervising play and routine activities; planning and supervising intellectual activities; planning and supervising creative activities; planning, preparing, and servicing food for children; and working with exceptional children. Each module includes a table of contents (by competencies), list of competencies needed to develop that task area, instructional objectives, alternate learning activities, evaluation techniques, an appendix of guidelines, tests and details, a cross-referenced index, and a supplementary reading list for students. A compiled list of all references used in the curriculum and a cross-referenced index of the total program are also included in this document. (BM)

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ED142789

WEST VIRGINIA COMPETENCY BASED
CHILD CARE CURRICULUM

Revised Edition

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

It is with the greatest pleasure that we bring you another West Virginia competency-based education (CBE) curriculum. The Child Care curriculum was developed and field-tested over a two year period by many vocational teachers from across West Virginia. The effort was coordinated by the Family Resources Division of West Virginia University.

The Bureau of Vocational, Technical, and Adult Education, State Department of Education, began advocating CBE curriculum in 1974. Since that time we have produced state CBE curricula in a number of additional occupational areas. We also have a number of CBE curricula currently in the process of being developed and/or field-tested.

This Child Care curriculum was disseminated to West Virginia Child Care teachers at the Annual Vocational Education Conference in August of 1977 at West Virginia University. Additional copies of this curriculum are available at our State Vocational Curriculum Laboratory.

I trust this Child Care curriculum will help your program. Any suggestions you may have for improving this curriculum may be sent to the curriculum lab. Through this and other feedback we plan to continually update our curriculum.

Clarence Burdette
Assistant State Superintendent of Schools
Bureau of Vocational, Technical,
and Adult Education

Introduction

This curriculum is a result of the West Virginia Competency Based Child Care Curriculum Project Financing for the project was through the State Department of Education, Bureau of Vocational, Technical and Adult Education and EPDA funds. The Division of Family Resources, West Virginia University, Morgantown, WV, coordinated the project.

The original project team included a project staff located at West Virginia University, 18 teachers from schools throughout the state, and resource consultants. The teachers, chosen by the Bureau of Vocational Education to participate in the program, were trained in competency based education by the project staff and consultants. Each participant teacher--alone or with a teammate--wrote one task area of the curriculum. The teachers then field tested their task areas in their own classroom. The project staff screened materials, advised teachers, observed field testing, and revised the curriculum. After receiving funding for 1975-76, the curriculum was further field tested by teachers throughout the state. The new project team continued to screen and add new materials to the curriculum. These twelve modules and the teacher's manual were revised according to the results of the field testing at a conference which was held in June 1976.

The curriculum format adopted initially includes:

1. Task areas
2. Competencies needed for each task area
3. Instructional objectives
4. Alternative learning activities
5. Evaluation techniques
6. Appendix of guidelines, tests and details
7. Reference list

Added to this format during revision was a teacher's manual, including a table of contents (by competencies), an extra teacher reference section (by task areas) and a cross-referenced index (by objectives). Also, it was decided to break down the twelve task areas into twelve modules, each module containing a specific task area and the Appendix for that task area.

The curriculum is designed to be a resource curriculum. Alternatives have been provided in the choice of task areas, competencies, objectives and learning activities for a wide variety of situations. The main goal of the project was the design of a competency based system for training day care workers, teacher's aides, professional babysitters and future parents within the state school system.

Donna Maughan
Project Coordinator

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  Lee Ann Loos Williams
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  Louise Garrett
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Berkeley County
Gladys Stansbury
Upshur County

7.0 Special Behavioral Problems
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Monongalia County
Lee A. Lemon
Wetzel County

8.0 Play and Routine Activities
Cecelia Hood
Harrison County
Mimi Shinsky
Berkeley County

9.0 Intellectual Activities
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Marshall County
Joan Leatherman
Upshur County

10.0 Creative Activities
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Helen Harvey
Mercer County
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11.0 Planning, Preparing and Serving Food
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Ohio County
Bobbie Sharp
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12.0 Exceptional Children
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Patricia Stephens
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1975-1976

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2.0 Sue Harmon
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4.0 Charlotte Blake
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6.0 Dina Smith
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7.0 Hilda Bush
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8.0 Helen Burgess
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Task Areas and Competencies

TASK AREAS AND COMPETENCIES

1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker
  1.1 Possesses a knowledge of child care facilities and services
  1.2 Incorporates various child care facilities and services
  1.3 Displays skills necessary to function as a child care worker
  1.4 Recognizes their own strengths and limitations as a child care worker
  1.5 Possesses a knowledge of the laws governing the child care centers and services

2.0 Advising Adults on Prenatal Development and Care
  2.1 Develops an understanding of parenthood
  2.2 Recognizes the signs of pregnancy
  2.3 Understands the importance of adequate medical care during pregnancy
  2.4 Recognizes the importance of the emotional support, proper diet, physical activity, and clothing for the parent's and baby's well-being
  2.5 Possesses a knowledge of the stages of growth and development of the unborn child
  2.6 Develops an understanding of the fears and myths underlying pregnancy, labor, and delivery
  2.7 Recognizes the importance of postnatal care for the mother

3.0 Caring For and Feeding Infants
  3.1 Displays a knowledge of infant food needs
  3.2 Possesses a knowledge of infants' physical needs and applies this knowledge
  3.3 Possesses and applies a knowledge of infants' emotional needs
  3.4 Possesses a knowledge of how infants' intellectual and physical growth can be enhanced
  3.5 Plans and conducts activities which aid the infants growth

4.0 Displaying a Knowledge of the Developmental Characteristics of the Child
  4.1 Demonstrates a knowledge of development
  4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child
  4.3 Develops an understanding of the physical growth and development of a child from one to six
  4.4 Develops an understanding of the intellectual growth and development of a child from one to six

4.0 (Continued)
  4.5 Displays an understanding of the social growth and development of a child from one to six
  4.6 Recognizes the emotional characteristics of a child from one to six
  4.7 Explores the effect of sex roles on the development of the child

5.0 Protecting and Promoting the Physical and Emotional Health of the Child
  5.1 Assists each child in their physical growth
  5.2 Assists each child in their emotional growth
  5.3 Observes, reports, and records signs of emotional and physical illness in children
  5.4 Knows and practices first aid and emergency procedures
  5.5 Develops an understanding of factors which promote a safe environment for the child
  5.6 Detects, reports, and records signs of child abuse and neglect

6.0 Aiding Socialization of the Child
  6.1 Develops an understanding of the importance of a positive self-concept in children
  6.2 Demonstrates a knowledge of the basic characteristics of social development of a child from one to six
  6.3 Recognizes variations in roles on individuals in families with differing life styles
  6.4 Provides opportunities for children to interact with influential people in their life
  6.5 Guides children in the behavior needed for acceptable social relationships
  6.6 Displays an understanding of the children's perception of others and a respect for their privacy and property
  6.7 Utilizes observational techniques to describe social growth patterns in the child

7.0 Handling Special Behavioral Situations
  7.1 Shows acceptance of the individual child
  7.2 Possesses a knowledge of the common behavior problems in children
  7.3 Recognizes the basic steps in overcoming behavior problems
  7.4 Helps children accept themselves and others
  7.5 Helps children develop desirable attitudes toward authority
  7.6 Guides children in learning to control impulses and feelings
  7.7 Guides children in developing self-discipline and a sense of responsibility
  7.8 Understands appropriate methods of discipline and applies correct procedures when necessary
  7.9 Understands situations which increase problem behaviors and methods of avoiding them

12.0 Working with Exceptional Children
- 12.1 Develops an understanding of the History of Education for the exceptional child
- 12.2 Develops an understanding of personal feelings and attitudes toward exceptional children
- 12.3 Develops an understanding of the special needs of exceptional children
- 12.4 Uses disciplinary and guidance techniques in working with exceptional children
- 12.5 Plans activities suitable for exceptional children
- 12.6 Demonstrates the ability to work with the parents of exceptional children
- 12.7 Displays a knowledge of the different types of services and facilities, public and private, for exceptional children

8.0 Supervising Play and Routine Activities
8.1 Supervises play activities
8.2 Demonstrates the ability to support children's development through their activities
8.3 Directs free play activities
8.4 Chooses suitable toys for children's activities
8.5 Encourages the child to put away toys and equipment
8.6 Guides the child in dressing and undressing
8.7 Guides the child in preparing for mealtime
8.8 Guides the child in using the toilet
8.9 Intervenes in hazardous situations
8.10 Removes small children from building in case of emergency

9.0 Planning and Supervising Intellectual Activities
9.1 Displays a basic understanding of intellectual development
9.2 Recognizes activities which stimulate intellectual growth
9.3 Plans and conducts activities which stimulate a child's intellectual development

10.0 Planning and Supervising Creative Activities
10.1 Demonstrates support of a child's need to create
10.2 Motivates children to express themselves in a creative situation
10.3 Displays a basic background knowledge in art
10.4 Plans a variety of art experiences suitable for preschool children
10.5 Supervises a variety of art activities
10.6 Manages materials during distribution and clean-up
10.7 Displays a basic background knowledge in music
10.8 Leads children in musical activities
10.9 Displays a basic background knowledge in children's literature and methods
10.10 Displays the ability to orally interpret literature to children
10.11 Guides children when working with dramatic or literary creative activities

11.0 Planning, Preparing and Serving Food for Children
11.1 Develops nutritional meal planning practices
11.2 Prepares and serves attractive meals, supplements and special occasion foods
11.3 Develops materials informing children and parents of nutritious planning practices
11.4 Guides children in developing nutritious eating habits, appropriate manners, and procedures for cleanliness
11.5 Determine the emotional aspects of mealtime for children
11.6 Plans experiences with foods for children
11.7 Develops attractive decorations and table settings for meals, snacks, and special occasions

Resource List

This is a list of all resources used in the curriculum. Having all the resources is not necessary for proper teaching of the competencies. Feel free to add any of your resources to the curriculum. Resources are listed by task areas with the title appearing first for practical application. Complete addresses have been included in most instances. The numbers in the left margin are readability levels signified by grade level of reading material.

RESOURCE LIST
Task Area 1.0

Books and Pamphlets

11 1. ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN, Carmichael, Viola, Marie W. Clark, Beth Leonhard; Southern California Association for the Education of Young Children, P.O. Box 691, Sierra Madre, CA. 91024. 1972.

8 2. ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN, Click, Phyllis; Delmar Publishers, Box 5087, Albany, NY. 12205. 1975.

8 3. CARING FOR CHILDREN, Draper, Mary W., Henry E. Draper; Chas. A. Bennett Co., Inc., Peoria, IL. 61614. 1975.

9 4. CHILD DEVELOPMENT FOR DAY CARE WORKERS, Highberger, Ruth, and Carol Schramm; Houghton Mifflin Co., Hopewell, NJ. 1976.

12 5. CHILD DEVELOPMENT--DAY CARE--#7 ADMINISTRATION. Host, Malcolm S., Pearl B. Heller; DHEW (OCD) #73-20, U.S. Dept. of HEW, Supt. of Documents, U.S. Gov't. Printing Office, Washington, DC. 1971.

10 6. DAY CARE CENTER ENRICHMENT STANDARDS--PHASES I & II, WV. Dept. of Welfare, License Specialist, 1900 Washington Ave., East, Charleston WV. 25305.

6 7. DAY CARE FOR YOUR CHILDREN, DHEW Pub. (OHD) 74-47; U.S. Dept. of Health, Education, and Welfare, Washington DC. 20201.

8 8. EXPLORING CAREERS IN CHILD CARE, Cincinnati Public Schools; McKnight Publishing Co., Bloomington IL. 1973.

7 9. GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN, Boguclawcki, Dorothy B., Child Welfare League of America, Inc., 44 East 23rd St., New York, NY. 10010. 1970.

6 10. PRE-SCHOOL GAMES AND ACTIVITIES, Taetzsch, Sandra Z., and Lyn Taetzsch; Fearon Publishers, 6 Davis Drive, Belmont, CA. 19002. 1974.

11. SPACE FOR LEARNING, A PRE-SCHOOL ENVIRONMENT FOR VERY LITTLE MONEY, DHEW Publ. #(OCD) 72-51; U.S. Dept. of HEW, Bureau of Head Start and Child Service Programs, 1972.

RESOURCE LIST
Task Area 1.0 (Continued)

Educational Media

1. GETTING FROM HERE TO THERE #4, Careers in Child Care and Youth Guidance; Butterick Publ. Div. American Can Co., 161 Sixth Ave., New York, NY. 10013. 1975.

2. INTRODUCTION TO CHILD DEVELOPMENT #10, Exploring Careers in Child Care, McKnight Publ. Co., Box 854, 301 Prospect Rd., Bloomington, IL. 61701. 1974.

3. INTRODUCTION TO EXPLORING CAREERS IN CHILD CARE #1, Exploring Careers in Child Care Series; McKnight Publ. Co., Box 854, 301 Prospect Rd., Bloomington, IL. 61701. 1974.

4. SHAPING YOUR IDENTITY, Guidance Associates, Harcourt Brace, Jovanovich, Inc., 757 Third Ave., New York, NY. 10017.

5. STORY OF PROGRAMS FOR SPECIAL CHILDREN, A, #34, Exploring Careers in Child Care Series; McKnight Publ. Co., Box 854, 301 Prospect Rd., Bloomington, IL. 61701. 1974.

6. STORY OF THE DAY CARE CENTER #61, Exploring Careers in Child Care Series, McKnight Publ. Co., Box 854, 301 Prospect Rd., Bloomington, IL. 61701. 1974.

RESOURCE LIST
Task Area 2.0

Books and Pamphlets

10 1. ADOPTING CHILDREN: THE MEDICAL ASPECT, U.S. Dept. of Health, Education and Welfare, Supt. of Documents, U.S. Govt. Printing Office, Washington, DC. 20402.

10 2. ADOPTION OF CHILDREN, 2nd Edition, American Academy of Pediatrics, P.O. Box 1034, Evanston, IL. 60204. 1967.

11 3. ARE YOU HIS/HER TYPE? The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

7 4. AS YOU GROW UP, Channing L. Bete Co., Greenfield, MA. 1975.

9 5. BABY AND CHILD CARE, Spock, Benjamin; Pocket Books, a division of Simon and Schuster, Inc., 1 West 39th St., New York, NY. 10018. 1968.

10 6. BABY BOOK, BETTER HOMES AND GARDENS, Bantam Books, The Meredith Corp., 1716 Locust St., Des Moines, IA. 50303. 1969.

7 7. BEFORE AND AFTER HAVING YOUR BABY, Enfamil, Mead Johnson Co., Evansville, IN. 47721. 1971.

8 8. BE GOOD TO YOUR BABY BEFORE IT IS BORN, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

12 9. BIRTH DEFECTS, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602. 1975.

11 10. BIRTH DEFECTS: QUESTIONS AND ANSWERS, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602. 1975

10 11. CHILD GROWTH AND DEVELOPMENT, 4th Edition, Hurlock, Elizabeth B., Webster Division, McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY. 10020. 1970.

11 12. CHROMOSOME 21 AND ITS ASSOCIATION WITH DOWN'S SYNDROME, (pamphlet) The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

11 13. COOLEY'S ANEMIA, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

RESOURCE LIST
Task Area 2.0 (Continued)

8 14. THE DEVELOPING CHILD, Brisbane, Holly E.; Charles A. Bennett Co., Peoria, IL. 61614. 1971.

11 15. FACTS ABOUT SICKLE-CELL ANEMIA, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

11 16. FAMILY MEDICAL ENCYCLOPEDIA, Better Homes and Gardens, The Meredith Corp., 1716 Locust St., Des Moines, IA. 50303.

11 17. GENETIC COUNSELING, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

9 18. GETTING MARRIED, The Life Cycle Center, Kotex Products, Kimberly Clark Corp., Neenah, WI. 54956. 1974. FREE.

9 19. INSTRUCTIONS FOR EXPECTANT MOTHERS, Mead Johnson Co., Evansville, IN. 47721. 1975.

9 20. LET'S TALK ABOUT YOUR PREMATURE BABY, Mead Johnson Co., Evansville, IN. 47721. 1975.

11 21. MATERNITY NURSING, Bleier, Inge J.; W.B. Saunders Co., West Washington Square, Philadelphia, PA. 19105. 1971.

11 22. MODERN BIOLOGY, Otto, James H., and Albert Towle; Holt, Rinehart and Winston, Inc., New York, NY. 1969. (Revised edition available)

11 23. MODERN WOMAN'S ENCYCLOPEDIA, Fishbein, Anna, (editor), Doubleday and Co., Garden City, NY. 1966.

9 24. PERSONAL ADJUSTMENT, MAN AND FAMILY; PREGNANCY AND YOU; PREGNANCY IN ANATOMICAL ILLUS.; Carnation Co., Medical Dept., 5045 Wilshire Blvd., Los Angeles, CA. 90036.

9 25. PREPARATION FOR CHILDBIRTH, A LAMAZE GUIDE, Ewy, Donna, and Roger Ewy; The American Library, Inc., 1301 Ave. of the Americas, New York, NY. 10019. 1970.

8 26. RUBELLA ROBS THE CRADLE. The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10062.

9 27. SO YOU ARE GOING TO BE A FATHER, Dept. of Health, Education, and Welfare, Supt. of Documents, U.S. Govt. Printing Office, Washington, DC. 20402.

11 28. TAY-SACHS DISEASE, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

RESOURCE LIST
Task Area 2.0 (Continued)

8 29. TEEN GUIDE TO HOMEMAKING, Barday, Marion, S. Champion, Frances Binkley, Jeanne Hayden, Kathleen W. Funderburk; Webster Division McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY. 10020. 1972.

9 30. UNPRESCRIBED DRUGS AND BIRTH DEFECTS PREVENTION, The National Foundation, March of Dimes, Box 2000, White Plains, NY. 10602.

9 31. USEFUL FACTS FOR THE FATHER-TO-BE, Meade Johnson & Co., Evansville, IN. 47721. 1971.

9 32. YOU AND YOUR ADOPTED CHILD, LeShan, Eda J.; Public Affairs Pamphlet #274, 381 Park Ave., South, New York, NY. 10016. 1958.

7 33. YOU AND YOUR BABY, Rutherford, Frederick; The New American Library, Inc., P.O. Box 999, Bergen Field, NJ. 07621. 1971.

9 34. YOUR FIRST PREGNANCY, The Life Cycle Center, Kotex Products, Kimberly-Clark Corp., Neenah, WI. 54956. 1974. FREE.

Articles

1. "Before Birth: How Does Your Baby Grow?" AMERICAN BABY, Oct., 1974. pp. 44-46.

6 2. "First Baby Blues," MOTHERS MANUAL, Cunningham. Carolyn S., January, February, 1975. p. 24.

3. "For Your Unborn Baby's Sake, Don't," PARENT'S MAGAZINE, EXPECTING, Winter, 1974, 1975, Vol.7, No. 4. p. 15.

9 4. "How Much Does It Cost to Have a Baby Today," GLAMOUR, Whelan, Elizabeth, Nov., 1974. p.92.

5. "How Routine and Complicated Births are Handled," GOOD HOUSEKEEPING, February 1974. p. 175.

6 6. "I Was an Unmotherly Mother To Be," PARENTS MAGAZINE, EXPECTING, Fall, 1974. p. 13.

7. "18 Month Blues," AMERICAN BABY, May, 1975. p. 9.

8. "Old Wives Tales," PARENTS MAGAZINE, EXPECTING, Greer, Nan; Winter 1974-75, Vol. 7, No. 4. p. 15.

9 9. "Postnatal Timetable," PARENTS MAGAZINE, EXPECTING, Boatwright, Bryan and Jan Seale; Fall, 1974, Vol. 7, No. 3. p. 34

RESOURCE LIST
Task Area 2.0 (Continued)

11 10. "The Importance of Prenatal Care, Part II," FORECAST FOR HOME ECONOMICS, Block, Myma; Oct., 1973, Vol. 19, No. 2. p.F50.

10 11. "Tox-o-plas-mo-sis," McCALLS, Schanche, Don A., Nov., 1974.

12. "Who Are My Real Parents," McCALLS, Kasindorf, Jeanie; Vol. 1, p. 101. May, 1974.

Educational Media

1. A BABY IS BORN, WV. State Health Dept., Public Health Film Library, Charleston, WV. 25305.
2. A TIME OF GROWTH AND CHANGE, Prenatal Care: Preparing for Parenthood, Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY. 10017.
3. BABY BEGINS TO GROW, Understanding Parenthood; The Economics of Parenthood, Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY. 10017.
4. BABY'S PRENATAL GROWTH, Pampers Poster #1, The Proctor and Gamble Co., Cincinnati, OH. 45201.
5. BEGINNING A FAMILY, Prenatal Care and Preparing for Parenthood, Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY. 10017.
6. BELONGING TO THE COMMUNITY, Understanding Parenthood; The Growing Parent, Parents' Magazine Film, Inc., 52 Vanderbilt Ave., New York, NY. 10017
7. COMMUNICATION--THE KEY TO GROWTH, Understanding Parenthood, The Growing Parent, Parents' Magazine Films Inc., 52 Vanderbilt Ave., New York, NY. 10017
8. DIFFERENCES GREAT AND SMALL, Understanding Parenthood Series, Family Relationships, Parents' Magazine Films Inc., 52 Vanderbilt Ave., New York, NY. 10017
9. EMERGENCY CHILDBIRTH, WV. State Health Dept., Public Health Film Library, Charleston, WV. 25305.
10. EMOTIONAL IMPACT, Prenatal Care; Preparing for Parenthood, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017.
11. EXPECTATIONS VERSUS REALITIES, Understanding Parenthood, Family Relationships, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017

RESOURCE LIST
Task Area 2.0 (Continued)

12. FILLING FOOD NEEDS, The Nutrition Series, McGraw-Hill, 1221 Ave., of the Americas, New York, NY. 10020.

13. HAVE A HEALTHY BABY, Prenatal Care; Preparing for Parenthood, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017.

14. HEALTHY MOTHER, HEALTHY BABY, Prenatal Care; Preparing for Parenthood, Parents' Magazine Film, 52 Vanderbilt Ave., New York, NY. 10017

15. LAYING THE GROUND WORK, Understanding Parenthood Series, The Economics of Parenthood, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017.

16. LOVE TAKES ON NEW MEANING, Understanding Parenthood; The Growing Parent, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017.

17. NEW RESPONSIBILITIES, NEW STRENGTHS, Understanding Parenthood Series, The Growing Parent, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017

18. NINE MONTHS TO GROW, Understanding Parenthood; The Economics of Parenthood, Parents' Magazine Film Inc., 52 Vanderbilt Ave., New York, NY. 10017

19. NOW THERE ARE THREE, UnderstandingParenthood, The Economics of Parenthood, Parents' Magazine Film, Inc. 52 Vanderbilt Ave., New York, NY. 10017

20. OPPORTUNITIES FOR SELF-UNDERSTANDING, Understanding Parenthood Series, The Growing Parent, Parents' Magazine Film, Inc., 52 Vanderbilt Ave., New York, NY. 10017

21. PREPARATION FOR MOTHERHOOD, Playtex Corp., Distributed by Audio-visual School Service, P.O. Box 873, New York, NY. 10023

22. PREPARING FOR BIRTH, Prenatal Care; Preparing for Parenthood, Parents' Magazine Film, Inc., 52 Vanderbilt Ave., New York, NY. 10017

23. STORY OF THE ADOPTION AGENCY, Exploring Careers in Child Care, McKnight Publishing Co., Box 854, 301 Prospect Rd., Bloomington, IL. 61701

24. THE FIRST DAYS OF LIFE, For Life Inc., 1917 Xerxes Ave., Minneapolis, MN. 55411. LOAN. POSTAGE ONLY.

25. THE FIRST TWO DAYS OF LIFE, Pampers, The Proctor and Gamble Co., Cincinnati, OH. 45201. Borrow from Association Sterling Films, Inc., Pittsburgh, PA.

RESOURCE LIST
Task Area 3.0

Books and Pamphlets

9 1. BABY AND CHILD CARE, Spock, Benjamin; Pocket Books - A Division of Simon and Schuster, Inc., 1 West 39th Street, New York, NY. 10018. 1968.

2. BABY CARE BOOK, Available with subscription from PARENT'S MAGAZINE, 52 Vanderbilt Ave., New York, NY. 10017.

8 3. BABY CARE COURSE, Johnson and Johnson Programmed Learning, Instructional Materials Laboratories, Inc., 200 Madison Ave., New York, NY. 10016.

6 4. BABY LEARNING THROUGH BABY PLAY: (A PARENT'S GUIDE FOR THE FIRST TWO YEARS)., Gordan, Ira J.; St. Martin's Press, New York, NY. 1970.

9 5. BABY BOOK, Better Homes and Gardens Bantam Books, The Meredith Corp., 1716 Locust St., Des Moines, IA. 50303. 1969

6. BRIGHT BEGINNINGS, Evenflo; Mrs. Elaine Evans, Box 190, Evenflo Co., Ravenna, OH. 44266. FREE.

8 7. CARE FOR TWO: BABY AND YOU, Pampers Pamphlet; Professional Service Division, Proctor and Gamble Distribution Co., 2150 Sunnybrook Drive, Cincinnati, OH. 45237. 1972. FREE.

7 8. CARING FOR CHILDREN, Draper, Mary Wanda and Henry E.; Bennett Books, 8090 Detweiller Dr., Peoria, IL. 61614

10 9. CHILD GROWTH AND DEVELOPMENT, Hurlock, Elizabeth B.; 4th Edition, St. Louis, MO. Webster Division, McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY. 10020. 1970.

9 10. THE DEVELOPING CHILD, Brisbane, Holly E.; Peoria, IL. Charles A. Bennett Co., Inc., 2nd Edition, 8090 Detweiller Drive, Peoria, IL. 61614. 1971.

9 11. HAPPY MEALTIMES FOR YOUR BABY, Beech Nut Foods, Consumer Correspondence Dept., Beech Nut Baby Foods, 460 Park Ave., New York, NY. 10022. FREE.

9 12. HOW TO PARENT, Dodson, Fitzhugh; New York, New American Library, The New American Library, Inc., 1301 Avenue of Americas, New York, NY. 10022. FREE.

13. INSTRUCTIONS FOR BREAST FEEDING, Mead Johnson & Co., Evansville, IN. 47721. FREE.

RESOURCE LIST
Task Area 3.0 (Continued)

5 14. KEEPING BABY CLEAN, Johnsons' Pamphlet, Johnson and Johnson Baby Products Co., 501 George St., New Brunswick, NJ. 08903. 1974.

10 15. LOVING AND LEARNING, McDiarmid, N.C., Mari A. Peterson, James R. Sutherland; New York, NY., Harcourt Brace Jovanovick, 757 3rd Ave., New York, NY. 10017. 1975.

7 16. MODERN METHODS OF PREPARING BABY'S FORMULA, Mrs. Elaine Evans, Box 190, Evenflo Co., Ravenna, OH. 44266. 1966. FREE.

17. PREPARING SIMILAC INFANT FORMULA FOR YOUR BABY, Ross Laboratories, 625 Cleveland Ave., Columbus, OH. 43216.

11 18. SLEEPING HABITS, Ottawa Canada, Mental Health and Information Services Divisions of the Dept. of National Health and Welfare, Human Relations Aids, 419 Park Ave., South, New York, NY. 10016. FREE.

11 19. SLEEPING AND EATING HABITS, Johnsons' Pamphlet, Johnson and Johnson, Baby Products Company, 501 George St., New Brunswick, NJ. 08903. 1974.

8 20. TEACH YOUR BABY, Painter, Genevieve; New York, NY., Simon and Schuster, Rockefeller Center, 630 Fifth Ave., New York, NY. 10020.

10 21. EVENFLO SPECIALISTS IN BABY FEEDING EQUIPMENT, Mrs. Elaine Evans, Box 190, Evenflo Co., Ravenna, OH. 44266. FREE.

22. YOU AND FORMULA FEEDING, Evenflo, Mrs. Elaine Evans, Box 190, Evenflo Co., Ravenna, OH. 44266. FREE.

7 23. YOU AND YOUR BABY, Rutherford, Frederick W.; New York; The New American Library, Inc., P.O. Box 999, Bergenfield, NJ. 07621. 1971.

Articles

1. AMERICAN BABY - special issue for fathers-to-be, June 1976.
2. "Clothing for Children", WHATS NEW IN HOME ECONOMICS, Nov. 1969.
3. "Demand Feeding vs. Schedule Feeding", REDBOOK, Cochran, William D., Vol. 142, March, 1974, pp. 86, 154-158.
4. "Layette and Nursery Needs". PARENT'S MAGAZINE - EXPECTING - Any issue.
5. "The Art of Becoming A Father", PARENT'S MAGAZINE - EXPECTING, Spring, 1976. p. 21.

RESOURCE LIST
Task Area 3.0

Educational Media

1. BABY CARE WITH A TOUCH OF LOVE, Johnson & Johnson, Programmed Learning Kit.

2. BABY'S FIRST YEAR, Mothers' Aid, Chicago Lying-In Hospital, Chicago, IL.

3. BATHING THE BABY, Johnson's Wall Chart, Johnson & Johnson, Instructional Laboratories, Inc., 200 Madison Ave., New York, NY. 10016.

4. BABY'S SOCIAL AND EMOTIONAL GROWTH POSTER (7 mos. - 1 yr.), Pampers, Proctor and Gamble Co., Cincinnati, OH. 45201.

5. BATHS AND BABIES, Johnson & Johnson, Instructional Materials Laboratories, Inc., 200 Madison Ave., New York, NY. 10016. (On loan from Associated Serling Films, Pittsburgh, PA.)

6. DISCOVERING THE WORLD, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

7. FIRST 18 MONTHS: FROM INFANT TO TODDLER, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

8. FIRST STEPS, FIRST WORDS, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

9. GERBER'S WALL CHART ON BABIES CLOTHES, Gerber Products, 445 State Street, Freemont, MI. 49412.

10. GROWTH IN THE FIRST YEAR, INFANT CARE & DEVELOPMENT SET #2, McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY. 10020.

11. INFANTS AND LEARNING, Infant Care & Dev. Set 2, McGraw-Hill, Webster Division, McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY. 10020.

12. INFANT FEEDING, Playtex Corporation, Distributed by Audio-Visual School Service, P.O. Box 873, New York, NY. 10023

13. INFANT'S FOOD NEEDS, INFANT CARE SET #2, McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY. 10020.

14. MAKING FRIENDS WITH THE FAMILY, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

RESOURCE LIST
Task Area 3.0 (Continued)

15. NEW ARRIVAL, THE, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

16. NUTRITION - TO BABY WITH LOVE, Gerber Products. (Can loan from West Glen Films, 565 Fifth Ave.,New York, NY. 10017).

17. PARENTING: FATHERS, MOTHERS AND OTHERS, Penny's, 1975 Educational Relations, J.C. Penny Co., Inc., 1301 Avenue of The Americas, New York, NY. 10019.

18. STEPS IN BABY'S PHYSICAL MATURATION AND MOTOR CONTROL, and BABY'S MENTAL GROWTH (birth - 6 mos.) & (7 mos. - 1 yr.) (posters), Pampers, Proctor and Gamble Co., Cincinnati, OH. 45201.

RESOURCE LIST
Task Area 4.0

Books and Pamphlets

6 1. BABY LEARNING THROUGH BABY PLAY: A PARENT'S GUIDE FOR THE FIRST TWO YEARS, Gordan, Ira J.; St. Martin's Press, Inc., 175 Fifth Ave., New York, NY. 10010. 1970

9 2. BEHIND EVERY FACE A FAMILY, Fane, Arthur and Xenia Fane, Ginn and Company, Education Center, 191 Spring Street, Lexington, MA. 02173. 1970.

8 3. CARING FOR CHILDREN, Draper, Mary Wanda and Henry E.; Charles A. Bennett Co., Peoria, IL. 61614. 1975.

11 4. CHILD CARE AND DEVELOPMENT, Ames Louis Bates; J.B. Lippincott, East Washington Square, Philadelphia, PA. 19105. 1970.

10 5. CHILD GROWTH AND DEVELOPMENT, Hurlock, Elizabeth B.; McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY. 10020. 1970.

6 6. CHILD LEARNING THROUGH CHILD PLAY, Gordon Ira J.; St. Martin's Press, Inc., 175 Fifth Ave., New York, NY. 10010.

11 7. CREATIVE MOVEMENTS FOR THE DEVELOPING CHILD, Cherry, Clare; Fearon Publishers, Lear Siegler, Inc., Belmont, CA. 1971.

8 8. DEVELOPING CHILD, THE, Brisbane, Holly E.; Charles A. Bennett Co., Inc., 809 W. Detweiller Drive, Peoria, IL. 61614. 1971.

9. EARLY WINDOW, THE, Liebert, Robert M, John M. Neale, and Emily G. Davidson; Pergamon Press Inc., New York, NY. 1973.

5 10. FREE TO BE...YOU AND ME, Thomas, Marlo, McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY. 1974.

11 11. GOOD SCHOOLS FOR YOUNG CHILDREN, Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Shipper, and Ralph L. Witherspoon; Macmillan Publishing Co. Inc., 866 Third Ave., New York, NY. 10022. 1974.

12. HEALTH FOR THE SECONDARY TEACHER, Hafen, Brent Q.; William C. Brown Co., Publishers, Dubuque, IA. 1971.

8 13. HOW CHILDREN GROW, Sogard, Lanore I.; WV. State Dept. of Education, Capitol Complex, Charleston, WV. 25305. 1973.

14. LEARNING ABOUT CHILDREN, Shuey, Rebeka M.; J.B. Lippincott Co., 3rd edition, New York, NY. 1969. No longer available.

RESOURCE LIST
Task Area 4.0 (Continued)

8 15. LOOKING AT DEVELOPMENT, Educational Development Center, 15 Miffin Place, Cambridge, MA. 02138.

7 16. MAKING CONNECTIONS, Educational Development Center, 15 Miffin Place, Cambridge, MA. 02138.

10 17. NURSERY SCHOOL, THE, Read, Katherine H.; W.B. Saunders Co., 218 West Washington Square, Philadelphia, PA. 19105.

6 18. PRESCHOOLS GAMES AND ACTIVITIES, Taetzsch, Sandra Zeithin, and Lyn Taetzsch; Fearon Publishers, Lear Siegler, Inc., 6 Davis Street, Belmont, CA. 94002. 1974.

19. RESOURCE MATERIALS FOR THE PLAYSCHOOL, Meyer, Marie; Dept. of Education, Vocational Division, State of NJ. 1965.

10 20. SKILLS FOR YOUNG CHILDREN, Thompson, Carolyn; University of Kansas, Edna A Hill Child Development Preschool Laboratories, Dept. of Human Development, Lawrence, KA. 66044.

21. WORLD BOOK ENCYCLOPEDIA, THE, Field Educational Publications, Inc., Chicago, IL. 1973.

Articles

10 1. "Child Abuse: Tragic Problem", PARENTS' MAGAZINE, March 1973. p. 20.

11 2. "Child Abuse and Neglect", U.S. Dept. of Health, Education & Welfare, Office of Human Dev./Office of Child Development, U.S. Govt. Printing Office, Washington DC. Stock #1792-00015.

7 3. "Don't Complain About T.V. - Use It", Louise Bates Ames; T.V. GUIDE, May 1, 1976.

4. "How Children Interpret T.V. Violence in Play Context", Robert P. Snow; JOURNALISM QUARTERLY, Vol. 51, Spring 1974. pp. 13-21.

5. "One Woman's War Against Child Abuse:, GOOD HOUSEKEEPING, July 1975. p. 82.

9 6. "Sexual Differences and How They Are Learned", Janet Fithian; AMERICAN BABY, January 1974.

10 7. "T.V. Violence and Children: A New Report", McCALLS, Vol. 101, October, 1973. p. 40-41.

8 8. "T.V. Violence is Harmful", READERS DIGEST, Vol. 102, April 1973. p. 37, 38, 40, 43, 45.

10 9. "T.V. Violence: How It Damages Your Child", LADIES HOME JOURNAL, Vol. 92. Feb. 1975.

11 10. "Winning the Battle Against Child Abuse", FORECAST MAGAZINE, May/June 1976. p. F46.

RESOURCE LIST
Task Area 4.0 (Continued)

Educational Media

1. THE FIRST EIGHTEEN MONTHS, A Time for Adventure-strip 5, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

2. INTRODUCTION TO CHILD DEVELOPMENT, Child Care filmstrip #10, McKnight Publishing Co., Box 854, 301 Prospect Road, Bloomington, IL. 61701.

3. INFLUENCE ON CHILDREN, Set #2, Child Care and Development - strip, McGraw-Hill Films, 1221 Avenue of the Americas, New York, NY. 10020.

4. THE PARENT IS A TEACHER, Series - The Child's Relationship with Family, strip 4, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

5. HOW FEELINGS GROW (strip 1); EXPRESSING FEELINGS (strip 2); HOW TO DEAL WITH FEAR (strip 3); LOVE AND JOY (strip 4); ANGER AND SADNESS (strip 5), Series - The Development of Feelings in Children, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

6. HOW THE YOUNG CHILD'S MIND GROWS (strip 2); and LEARNING EVERYDAY (strip 4), Series - Preparing a Child For Learning, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017.

RESOURCE LIST
Task Area 5.0

Books and Pamphlets

8 1. ACCIDENT HANDBOOK, A NEW APPROACH TO CHILDREN'S SAFETY, Dept. of Health, Education and Welfare; Dell Publ. Co. Inc., 1966. The Children's Hospital Medical Center, 300 Longwood Ave., Boston, MA. 02115.

9 2. BETTER HOMES AND GARDENS--BABY BOOK, The Meredith Corp., 1716 Locust St., Des Moines, IA. 50303. Paperback.

8 3. CHATS WITH PARENTS...CHILDRENS FEARS. Cooperative Extension Service, West Virginia University, Morgantown, WV. 26506.

4. CHILD ABUSE, A COMMUNITY CHALLENGE, Thomas, Ellen, Norman Paget, Doris Bates, Morris Mesch, Theodore Putnam; Children's Aid and Society for the Prevention of Cruelty to Children. 330 Deleware Ave., Buffalo, NY. 1971.

11 5. CHILD ABUSE, Psychiatric Nursing, Medical Electronic Educational Services, Inc. 1975.

11 6. CHILD NEGLECT: UNDERSTANDING AND REACHING THE PARENT, Polansky, Norman, Christine DeSaix, Shlomo Sharlin; Child Welfare League of America, Inc., 167 Irving Place, New York, NY. 10003. 1972.

7. DAY CARE--SERVING PRE-SCHOOL CHILDREN, Cohen, Donald M.D., U.S. Dept. of Health, Education and Welfare, U.S. Govt. Printing Office, Washington, DC. 20402. 1974.

8. THE DEVELOPING CHILD, Brisbane, Holly; Charles A. Bennett Co., Inc., 809 Detweiller Drive, Peoria, IL. 61614. 2nd edition. 1971.

7 9. EMERGENCY CARE OF SICKNESS AND ACCIDENTS OCCURING AT SCHOOL, WV. State Health Dept., 1900 Washington St., East, Charleston, WV. 25305. 1972. FREE.

10. FIRST AID, Igel, Haller; Instructional Materials Laboratories, Inc., Johnson and Johnson, 200 Madison Ave., New York, NY. 10016. 1972.

7 11. FOOD AND CARE FOR DENTAL HEALTH, National Dairy Council, Chicago, IL. 60600. 1974.

12. FOR GOOD DENTAL HEALTH, START EARLY, National Dairy Council, Chicago, IL. 60600. 1974.

RESOURCE LIST
Task Area 5.0 (Continued)

13. GUIDELINES FOR SCHOOLS; TO HELP PROTECT NEGLECTED AND ABUSED CHILDREN. The American Humane Association, Children's Div., P.O. Box 1266, Denver CO. 80201. 1971. FREE.

14. HELPING THE BATTERED CHILD AND HIS FAMILY, Kempe, C. Henry, M.D., and Ray E. Helfer, M.D.; J.B. Lippincott Co. 1972.

11 15. HOW TO PREVENT CHILDHOOD POISONING, A NEW APPROACH, Dell Publ. Co., Health Education Dept., Childrens Hospital Medical Center, 300 Longwood Ave., Boston, MA. 1967.

16. IN CASE OF EMERGENCY, North Pacific Bank Note Co., Seattle, WA. 1967.

17. LICENSING REQUIREMENTS FOR DAY CARE CENTERS, WV. Dept. of Welfare, Office of Communications, 1900 Washington St., East, Charleston, WV. 25305. 1974.

8 18. LOOKING FOR HEALTH, Metropolitan Life Insurance Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. 1969. FREE.

11 19. MEMO TO PARENTS ABOUT IMMUNIZATIONS, Metropolitan Life Ins. Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. FREE.

20. MEMO TO PARENTS ABOUT YOUR CHILD'S EYESIGHT, Metropolitan Life Ins., Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. FREE.

8 21. MENTAL AND EMOTIONAL ILLNESSES IN THE YOUNG CHILD, U.S. Govt. Printing Office, Washington, DC. 1971.

7 22. THE POCKET GUIDE TO BABYSITTING, U.S. Dept. of HEW, No. (OHD) 74-75. Washington, DC. 1974.

11 23. PROFILE OF NEGLECT: A SURVEY OF THE STATE OF KNOWLEDGE OF CHILD ABUSE, Polansky, Norman, Carolyn Hally, Nancy Polansky; U.S. Dept. of Health, Education, and Welfare. Washington, DC. 20201. 1975.

24. RED CROSS FIRST-AID MANUAL, Doubleday and Co., Inc. The American Red Cross, Garden City, NJ. 1957.

10 25. A SAFER WORLD FOR BABIES AND TODDLERS, Johnson and Johnson, New Brunswick, NJ. 1972.

RESOURCE LIST
Task Area 5.0 (Continued)

26. SLEEPING HABITS, Mental Health and Information Services Divisions of the Dept. of National Health and Welfare, 125 Worth St., New York, NY. 10013. FREE.

27. SUMMARY OF COMMUNICABLE DISEASES COMMON AMONG CHILDREN, Texas State Health Dept., Austin, TX. Stock #6-23. 1970. FREE.

28. SUZY PRUDDENS'S CREATIVE FITNESS FOR BABY AND CHILD, William Morrow & Co., 105 Madison Ave., New York, NY. 1972.

10 29. TO COMBAT CHILD ABUSE AND NEGLECT, Irwin, Theodore; Public Affairs Inc., 381 Part Ave., New York, NY. 10016. 1974.

30. WATCHING YOUR CHILD'S HEALTH, Metropolitan Life Ins. Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. FREE.

9 31. WHAT TO BUY IN CHILD RESTRAINT SYSTEMS, U.S. Govt. Printing Office, Washington, DC. 1972.

6 32. WHEN TEENAGERS TAKE CARE OF CHILDREN, U.S. Govt. Printing Office, Washington, DC. 1964.

12 33. WHEN YOUR CHILD IS ILL, Karelitz, Samuel; Warner Paperback Library, Division of Warner Books, Inc., 315 Park Ave., South, New York, NY. 10010. 1972.

8 34. YOUR CHILD FROM 1-6, U.S. Govt. Printing Office, U.S. Dept. of Health, Education and Welfare, Office of Child Development, Children's Bureau, Washington, DC. 1962.

9 35. YOUR CHILD'S EMOTIONAL HEALTH, Public Affairs Committee, Inc., 381 Park Ave., South, New York, NY. 10016. #264. 1974.

36. YOUR CHILD'S FEARS, Foss Laboratories, Educational Services, Dept. 441, 625 Cleveland Ave., Columbus, OH. 43216. 1971.

8 37. YOUR CHILD'S SAFETY, Metropolitan Life Insurance Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. 1970. FREE.

9 38. YOUR CHILD'S TEETH, American Dental Association, 211 E. Chicago Ave., Chicago, IL. 60611. 1973.

RESOURCE LIST
Task Area 5.0 (Continued)

Articles

1. "A Call for Action on the Child Abuse Problem," JOURNAL OF HOME ECONOMICS, American Home Economics Association, May, 1976. pp. 17-20

2. "A Parent's Guide to Health Warning Signals in Children," FAMILY CIRCLE, Cantley, Don, and Judith Ramsey. June, 1974. pp. 45-46

Educational Media

1. ACCIDENTS AND POISONING, The Pediatric Counseling Series, Trainex Corporation, P.O. Box 116, Garden Grove, CA. 1975.

2. BREATH OF LIFE, American Heart Association. Available from local chapter.

3. CHILD ABUSE AND NEGLECT: CHILDREN IN CRISES, Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017. 1975.

4. EMERGENCY 77, Metropolitan Life Ins., Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010.

5. FIRST AID FACTS, Johnson and Johnson, New Brunswick, NJ. 08903. 1972.

6. IF THESE WERE YOUR CHILDREN, Metropolitan Life Ins. Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. 1974.

7. LOOKING AT CHILDREN, Metropolitan Life Ins. Co., Health and Welfare Division, 1 Madison Ave., New York, NY. 10010. 1969.

8. STORY OF THE CHILD WELFARE AGENCY, "Exploring Careers in Child Care," McKnight Publishing Co., Box 854, 301 Prospect Road Bloomington, IL. 61701. 1974. Series of 12.

9. WHEN A CHILD IS ILL, Health and Safety, "Child Development and Child Health," Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017. 1975.

10. WHEN MINUTES COUNT, Health and Safety, "Child Development and Child Health," Parents' Magazine, 52 Vanderbilt Ave., New York, NY. 10017

RESOURCE LIST
Task Area 6.0

Books and Pamphlets

9 1. BEYOND THE FRONT DOOR, School Studies Program, Education Development Center, Inc., 15 Mifflin Place, Cambridge, MA. 02138. 1974.

10 2. CHILDREN'S VIEWS OF THEMSELVES, Gordon, Ira.; Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC. 20016. 1972.

8 3. DEVELOPING CHILD, THE, Brisbane, Holly; Charles A. Bennett Co., 809 Detweiller Drive, Peoria IL. 61614. 2nd edition. 1971.

4. FAMILY ORGANIZATION AND INTERACTION, Farber, Bernard; Chandler Publishing Co., San Francisco, CA. 1964.

9 5. FEELINGS AND LEARNING, Margaret Rasmussen; Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC. 20016. 1965.

11 6. GOOD SCHOOLS FOR YOUNG CHILDREN, Leeper, Sarah Hammond, Ruth J. Dales, Dora Sikes Skipper, and Ralph L. Witherspoon; MacMillian Publishing Co., Inc., 866 Third Avenue, New York, NY. 10022. 1974.

12 7. GROWTH AND DEVELOPMENT OF THE YOUNG CHILD, Breckenridge, Marion E. and Margaret Nesbitt Murphy; W.B. Saunders Co., West Washington Square, Philadelphia, PA. 19105. 1971.

2 8. MOMMIES AT WORK, Merriam Eve; Alfred A. Knopf Co., New York, NY. 1955.

10 9. NURSERY SCHOOL, THE, Read, Katherine H.; W.B. Saunders Co., West Washington Square, Philadelphia, PA. 19105. 1971.

8 10. ONE-PARENT FAMILIES, U.S. Dept. of Health, Education, and Welfare, Publication No. (OHD) 74-44. 1974.

9 11. ONE-PARENT FAMILY, THE, Wolf, Anna W.M. and Lucille Stein; Public Affairs Pamphlet No. 287, Public Affairs Committee Inc., 381 Park Ave., South, New York, NY. 10016.

7 12. OTHER SIDE OF THE REPORT CARD, THE: A HOW-TO-DO-IT PROGRAM FOR AFFECTIVE EDUCATION, Chase, Harry, Goodyear Publishing, 15115 Sunset Boulevard, Pacific Palisades, CA. 90272. 1975.

2 13. WILLIAM'S DOLL, Zolotow, Charlotte; Harper and Row, 10 East 53rd St., New York, NY. 10022. 1972.

RESOURCE LIST
Task Area 6.0

Articles

9 1. "Helping Children Get Along With Friends and Neighbors," REDBOOK, Spock, Benjamin; Vol. 142, April, 1974.

9 2. "How to Get Through to Your Child," CORONET, Rand, Flora; Feb. 1972.

9 3. "How to Talk to Your Children," McCALL'S, Fincher, Jack; Jan., 1971.

9 4. "Make Room for Responsibility," PARENTS' MAGAZINE, Parks, Barbara H., Oct., 1973.

12 5. "Teaching Children Right from Wrong," PARENTS' MAGAZINE and BETTER HOMEMAKING, Barman, Alicerose and Lisa Cohen; Dec., 1974.

4 6. "The Visit," CO-ED, Barrow, Gretchen; Oct., 1972.

9 7. "We Must Liberate Our Children From Sexism," PTA MAGAZINE, Frazier, Nancy; Oct., 1973.

8 8. "Which Decisions Parents Should Allow Children," TODAY'S HEALTH, Salk, Lee; June, 1973.

Educational Media

1. HOW A CHILD SEES HIMSELF, Parents' Magazine Filmstrip, Inc. 52 Vanderbilt Ave., New York, NY. 10017.

2. I AM LOVABLE AND CAPABLE (IALAC Story), Argus Communications Filmstrip, 7440 Natchez, Niles, IL. 60648.

3. LOVE AND INDEPENDENCE, Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY. 10017. 1975.

4. OUR NORTH AMERICAN FOREMOTHERS, NOW, 28 East Fifty-sixth St., New York, NY. 10022.

5. SUGAR AND SPICE, Odeon Films, Inc., 779 Susquehanna Ave., Franklin Lakes, NJ. 07417.

6. TERRIBLE TWOS AND TRUSTING THREES: FRUSTRATING FOURS AND FASCINATING FIVES, Main Campus A-V Collection, Audio-Visual Library, Room 9, Woodburn Hall, WVU, Morgantown, WV. 26506.

7. THE NEED FOR ATTENTION, Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY. 10017. 1975.

RESOURCE LIST
Task Area 7.0

Books and Pamphlets

9 1. AGRESSIVE CHILD, THE, Responding to Individual Needs in Head Start, Part 1 of Working with the Individual Child. Office of Human Development Publications Distribution Unit, Switzer Bldg., DHEW, Washington, DC. 20201

7 2. AWAY FROM BEDLAM, Murphy, Lois and Ethel Leeper; DHEW, Publication No. # (OCD) 73-1029, 1970.

7 3. BUILDING YOUR HOME LIFE, Wallace, Inez and Bernice McCuller; J.B. Lippincott Co., Educational Publishing Division, East Washington Square, Philadelphia, PA. 19105.

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5. CHILD GROWTH AND DEVELOPMENT, Hurlock, Elizabeth; 4th ed., McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY. 10020. 1970.

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4. BRIGHT IDEAS, (film), Reynolds Metal Co.

5. FASHIONS IN DINING, (film), Sears Consumer Information Division.

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RESOURCE LIST
Task Area 11.0 (Continued)

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10. MINI SHOPPING EXPERIENCE, A, TOURING THE DAIRY DEPARTMENT, (film), Kraft Food Educational Dept. FO, 4626 West School St., Chicago, IL. 60641. FREE.

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RESOURCE LIST
Task Area 12.0

Books and Pamphlets

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9 3. DISCOVERY ACTIVITIES, National Commission on Resources of Youth, New York, NY. 1964. FREE.

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9. STORY OF MY LIFE, THE, Keller, Helen; Pendulum Press Inc., Academic Bldg., Saw Mill Road, West Haven, CT. 06516.

9 10. TEACHING THE MENTALLY RETARDED, Bensburg, Gerald J. (ed.); Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA. 1967.

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RESOURCE LIST
Task Area 12.0 (Continued)

Articles

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2. "Children Who Never Quit, The," PTA MAGAZINE, Pesman, Sandra; March 1974. pp. 23-24.

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2. EVEN LOVE IS NOT ENOUGH; BEHAVIORAL AND EMOTIONAL DISABILITIES; PHYSICAL DISABILITES; INTELLECTUAL DISABILITIES; EDUCATIONAL AND LANGUAGE DISABILITIES, Parents' Magazine Films, Inc., 52 Vanderbilt Ave., New York, NY. 10017.

Answer Keys

and

Additional Teacher Information

EVALUATION
Objective 2.3.3

Given an outline of the doctor's initial examination, explain the parts of the first general examination, according to the standards in the resources.

Teacher Summary

1. Weight and blood pressure: doctor might advise a special diet for mother during pregnancy.

2. Condition of heart and lungs: checks the strength of the expectant mother in order to recommend any necessary special care.

3. Pelvic examination: determines the amount of room in the pelvic area and makes preparations if a problem exists.

4. Urine specimen: tests for diabetes.

5. Blood samples: these are sent to the laboratory for four tests:

   a. blood type: vital knowledge if hemorrhaging occurs.
   b. Rh factor: see objective 2.3.5.
   c. red corpuscle count: determine if patient is anemic. If positive results, special foods are introduced into the patient's diet and/or iron pills are given.
   d. serology test: aid in diagnosis of syphilis; Wasserman, Kahn, UDRL, or some similar test.

TEACHER REFERENCES
Task Area 2.0

LEARNING ACTIVITY
Objective 2.3.4

Activity A: Read Maternity Nursing, Bleier, P. 50. (Summary in Appendix)

Teacher's Summary

Naegele's rule is the most commonly used to determine the date of delivery.

It works as follows:

> Take the first day of the last menstrual period; add seven (7) days to it. Count back three (3) months from the new date. Add one year. This gives you the approximate delivery date.

Maternity Nursing, Bleier, p. 50.

LEARNING ACTIVITY
Objective 2.3.4

Activity B: Read "When is the Baby Due?", Prenatal Care, Department of Health, Education and Welfare, p. 4.

Teacher's Summary

The approximate delivery date can be calculated by taking the first day of the last menstrual period and adding nine (9) months and seven (7) days to that date.

This date will be only an estimate of the real delivery date. It is common for women to deliver two weeks before or two weeks after this estimated date. The doctor can be more exact as the delivery date comes closer.

Prenatal Care, Department of Health, Education and Welfare, p. 4.

EVALUATION
Objective 2.3.4

Provided information concerning how to determine approximate delivery dates, calculate approximate delivery dates for given examples.

Teacher Answer Form
Answer Key

Use this answer form to calculate the correct or incorrect answers to the Learner Evaluation Quiz Form.

First day of last menstrual period	Outline procedure Followed	Approximate Delivery date
June 10th	Add 7 days = June 17th minus 3 months = March 17th and then add 1 year = March 17th or add 9 months and 7 days= March 17th	March 17th
September 20th	either method from above	June 27th
January 7th	either method from above	October 17th

Resources: Maternity Nursing, Bleier, p. 50.
Prenatal Care, Health, Education and Welfare, p. 4.

LEARNING ACTIVITY
Objective 2.3.5

Activity G: Answers to work sheet on Birth Defects.

1. (14)

2. (250,000)

3. (2,100)

4. (11)

5. (under age 20)

6. (7 times as high)

7. (much higher)

8. (25,000)

9. (16th)

10. (children aged 1 to puberty)

11. (spina bifida)

12. Sickle Cell Anemia--Blacks
    Cooley's Anemia--Greeks and Italians
    Tay-Sachs Disease--Jews

13. Mother--Rh negative

14. Abnormal body structure or function present at birth.

15. Study of the fetus.

16. Counseling on inheritance due to genes to make decision to have a child or not.

17. German measles.

18. Mongolism.

TEACHER REFERENCES
Task Area 2.0

EVALUATION

Objective 2.3.7 Using the resources, delineate examples of problems caused by tobacco, drugs, and venereal disease or during pregnancy.

Answer Key

HABIT	PROBLEM
Tobacco	1. Smaller babies 2. Higher risk of stillbirth 3. Neonatal death 4. May effect child socially and mentally.
Drugs	1. LSD may cause birth defects 2. Narcotic drugs create a physical dependence that can be passed on by mother to child resulting in child addiction at birth
Venereal Disease	1. Stillbirths 2. Miscarriages 3. Sterility 4. Blindness 5. Death of infant

TEACHER REFERENCES
Task Area 2.0

EVALUATION

Objective 2.4.1 Given information, be aware of the relationship between the mother's physical and mental health through the trimesters of pregnancy, according to the standards in the resources.

Answer Key
Summary of Ways in Which Physical Changes May Affect The Mother's Mental Attitude

First Three Months

1. Physical: Embryo causes hormone imbalance, which jolts nervous system.

2. Mental:

   a. Sudden shifts in mood.
   b. Stops feeling comfortable with self.
   c. Feelings of uncertainty about self.
   d. Feelings of concern about self.
   e. Doctor becomes "household god".

Middle Three Months

1. Physical: Plenty of energy.

2. Mental:

   a. Months seem to drag.
   b. Although movement is experienced, the fetus does not seem human.
   c. Feelings toward sexual relationship might change.
   d. Slow, gradual relaxation of the responsibilities and sacrifices of motherhood.

Last Three Months

1. Physical: Heavy and unwieldy.

2. Mental:

   a. Need for patience.
   b. Concern shifts from yourself to your baby.
   c. Anxiety over labor and delivery.

You and Your Baby, Rutherford, M.D., pp. 39-50.
Child Growth and Development, Hurlock, pp. 6-8.
Prenatal Care, Children's Bureau Publication No. 4, pp. 25-26.

TEACHER REFERENCES
Task Area 2.0

EVALUATION

Objective 2.4.4 Given information concerning the Daily Food Guide, list the four food groups, the number of servings recommended daily from each group, and four food sources of each as given in the resources.

Teacher Guideline (Answer Key)

The four food groups, the number of servings recommended daily, and various food sources are listed below.

Food Groups	Recommended Daily Servings	Food Sources
Meat	2	beef, fish, poultry, lamb, and eggs
Milk	4	milk and milk products, such as cheese, and ice cream
Fruit and Vegetable	4	all fruits and vegetables such as: tomatoes, apples, peas, broccoli, potatoes, carrots, peaches, pears, turnips, to only name a few.
Bread and Cereal	4	all breads and cereal products such as: whole wheat bread, enriched bread, cereals, spaghetti, macaroni, to only name a few.

The teacher will find other food sources in resources.

Resource: Teen Guide to Homemaking, McGraw-Hill, Chapter 18

EVALUATION
Objective 2.4.6 Using resource materials dealing with the four food groups, nutrients in foods, and what foods the pregnant woman should limit in her diet, the learner will chart and modify her diet to meet the needs of pregnancy, according to the standards in the resources.

Teacher Guideline

1. The learner should list one (1) nutrient which is found in good supply (in column 2) for each food listed (in column 1.)
2. The learner should place the number 1 (one) under the correct food group (columns 3 through 6) and each food listed (in column 1.)
3. The learner should total the number of servings consumed of each food group under the particular food group column.
4. The learner should add the number of servings needed to fulfill the Daily Food Recommendations for each food group to the right of question number 1.
5. The learner should subtract the number of servings consumed in excess of the Daily Food Recommendations for each food group to the right of question 2.

TEACHER REFERENCES
Task Area 2.0

EVALUATION
Objective 2.4.7 Given resources concerning prenatal nutrition and its effects on the baby, the learner will correlate the possible effects of poor prenatal nutrition with the baby's well-being, according to the standards in the resources.

Teacher's Summary

A suggested list and summary of the effects of poor nutrition on the unborn baby is as follows:

1. Stunted growth: This can result from poor cell division due to poor nutrition.

2. Fewer brain cells: This can result from poor cell division due to poor nutrition.

3. Stunted organ growth: If the "growth spurt" for a given organ occurs during a period of severe nutritional deficiency, the fetal organ may be permanently stunted.

4. Affected behavioral characteristics: Some behavioral characteristics of the child will have a biochemical basis resulting from prenatal conditioning. The best-studied aspesct of this "biochemical conditioning" is nutrition and its deficiencies.

Protein deficiency is among the most serious forms of early malnutrition because amini acid-containing protein plays a versatile and widespread role in living matter.

Other effects may be obtained from readings.

Maternity Nursing, Bleier, pp. 55-56.
"Nurture Needs of the Unborn Baby", Expecting, Parents' Magazine, Fall 1974, pp. 11-12, 26.

TEACHER REFERENCES
Task Area 2.0

EVALUATION
Objective 2.4.8 Using resource materials, the learner will list and give appropriate procedures to follow for physical activities of the pregnant woman, especially during the last three months of pregnancy, as given in the resources:

Teacher's Summary

A suggested list and summary of physical activities and appropriate procedures for the third trimester of pregnancy follows:

Physical Activity	Appropriate Procedure
1. Sleep	1. Average 8 hours nightly. 2. Sleeping on one's side is often more comfortable than sleeping on back or stomach.
2. Rest	1. At home: a. Lie with feet elevated. b. Spread out housework. c. Find easier ways of completing jobs. (Example: Sitting while ironing.) 2. At work: a. Sit with feet elevated at lunch or break time. b. If required to sit for a length of time, get up and walk frequently.
3. Sitting and getting up	1. Choose straight-backed chair. 2. Sit straight, with ankles crossed, or with one foot in front of the other. 3. To rise, place hands on chair arms, one foot in front of the other, then push and rise.
4. Standing and walking	1. Stand and walk to reduce the increased curve of your back. 2. Hold head up and chin back. 3. If standing for a length of time, shift weight from one leg to the other.
5. Bending	Squatting is the proper method now: a. Stand with feet apart and flat on floor. b. Hold onto something solid, then squat down. This relieves straining back muscles and is less exposing.

TEACHER REFERENCES
Task Area 2.0

EVALUATION
Objective 2.4.8 (continued)

Physical Activity	Appropriate Procedures
6. Travel	1. If a long distance is traveled, plane or train is most comfortable because one can move around. 2. If a long distance is traveled by car, a 10 to 15 minute walk and restroom stop is good at least every two hours. 3. Late in pregnancy, long trips should be avoided, if possible.
7. Bathing	1. Take a shower, rather than a bath, whenever possible, due to the possibility of falling when getting in or out of the tub. 2. Don't lock the bathroom and/or bedroom door. If you should fall, it would be very hard to reach you.

Other activities and procedures may be found in other reading or from professional opinions.

You and Your Baby, Frederick W. Rutherford, M.D., p. 42.
Prenatal Care, Department of Health, Education and Welfare, pp. 15-16.

EVALUATION
Objective 2.6.1 When presented with normal fears and nonfactual myths about pregnancy, labor and delivery, the learner will initiate methods to relieve these fears and will supply factual answers to the myths, according to the standards in the resources.

Teacher's Guideline for Discussion

A checklist of the normal fears of pregnancy, labor and delivery are listed below:

1. Financial problems and adjustments.

2. Family adjustments and acceptance of the baby.

3. Changing moods of the pregnant woman.

4. Changing fiqure and physcial activities of the pregnant woman.

5. Possible complications of the pregnancy.

6. Hospital procedures and discomfort of labor and delivery.

7. Normality of the baby.

Other fears and the methods of relieving them may be received from the resources and learners. It should be discussed that not all fears will vanish with knowledge, but can be coped with intelligently and relieved to a great extent.

A checklist for the myths underlying pregnancy, labor and delivery are found under the summary for Learning Activity B and the resource listing in Learning Activity D.

Prenatal Care, Department of Health, Education and Welfare, p. 25.
"Old Wives' Tales", Expecting, Parents' Magazine, Winter 1974-75, pp. 27-28, 33, and 51.
Be Good to Your Baby Before It Is Born, pamphlet available from The National Foundation for the March of Dimes, p. 12.

TEACHER REFERENCES
Task Area 2.0

EVALUATION
Objective 2.6.2 Using resources concerning the early signs of labor, the learner will accurately name each of the following and write a paragraph describing each: lightening, energy burst, and false labor pains, according to the standards in the resources.

Teacher's Summary

The early signs of labor are listed below with a brief summary for each:

Sign	Summary
Lightening	1. May occur several weeks before, a few days before, or the day of labor. 2. The baby's position shifts forward and lower into the pelvis region, creating less pressure on the abdomen.
Energy Burst	1. Tiredness is not prevalent. 2. Breathing may be easier. 3. This may be quite noticeable or may not occur at all.
False labor pains	1. They may make the woman wonder if they are real labor pains. 2. They are short, irregular and not too severe. 3. They can be tested by: a. changing position to see if they stop, or b. Clocking them to see if they are closer together, longer, and more severe.

You and Your Baby, Frederick W. Rutherford, M.D., pp. 66-67.

TEACHER REFERENCES
Task Area 2.0

EVALUATION
Objective 2.6.3 Using resources concerning the signs of the start of labor, the learner will name each of the following and write a paragraph concerning each: "show", rupture of the membranes, and regular contractions, according to the standards in the resources.

Teacher's Summary

Three signs of the start of labor are listed below with a brief summary of each:

Sign	Summary
"Show"	1. A bloody discharge from the vagina. 2. If it is followed by a cramping discomfort, it is a good sign that labor is beginning.
Rupture of the membranes	1. A colorless fluid is discharged. It may be in a gush or very slowly if the tear in the membrane is only small. 2. If it breaks before one gets to the hospital, the doctor should be called and the woman should stay off her feet. 3. This rupture often doesn't happen until the woman is in the labor room.
Regular contractions	1. These contractions start in the lower back and spread to the abdomen. 2. They are usually ten to thirty minutes apart and last ten to forty seconds. 3. When they are 8-10 minutes apart, the doctor should be called. You should be able to tell him where the pains are, if they are at regular intervals, if they are increasing in severity, and if walking changes them.

The teacher may gain more information from the resources listed in Learning Activity A.

You and Your Baby, Frederick W. Rutherford, M.D., pp, 67-68.

EVALUATION

Objective 2.6.4 Using information concerning signs of the start of labor and given a situation where a woman has had early signs of labor and is now starting labor, the learner will outline what items she has prepared for her trip to the hospital, when she should call the doctor, and her hospital admittance and final preparations of the patient for labor, according to the standards in the resources.

Teacher Guidelines

The teacher will find a list of items which the woman should prepare for the trip to the hospital in the resource under Learning Activity A.

The doctor should be called when the membranes break and/or when contractions are 8-10 or 8-12 minutes apart.

A list of general hospital procedures are listed below. These may vary according to the resource used, so consider this when evaluating the Learner Outline Form.

Procedures at the hospital:

-Directed to the maternity ward. The patient may be escorted in a wheelchair.

-Questions will be asked for precautionary measures.

-The patient will change into a hospital gown.

-The patient will lie or sit while blood pressure, temperature, and fetal heartbeat are checked.

-A perineal shave may be given or more commonly done now is just clipping of pubic hair around the vulva.

-An enema may be given unless the doctor advised the patient to do this at home when labor began and she has done so.

-A rectal or vaginal examination is done to determine how labor is progressing.

Resource: "A Preview of Hospital Routines," Expecting, Parents' Magazine, Fall 1974, pp. 32, 37, 59, 60, and 62.

EVALUATION
Objective 2.6.8 (continued)

Teacher Guideline
For Discussion and Evaluation

Following is a summary of the items mentioned in the objective which can be used in the class discussion and also to evaluate the summaries of each item written by the learner.

Anesthesia - These are administered during the second stage of labor only (expulsion)
- There are two types A) General and B) Regional

General Anesthesia
- These may be administered by inhalation of gas or intravenously.
- The effect of general anesthesia is the loss of consciousness, so the mother is delivered while asleep.
- Side effects: 1. these drugs reach the baby and depression in the baby is proportional to the depth and duration of the mother's anesthesia; 2. vomiting is a threat to the patient.

Regional Anesthesia
- These are also administered in the second stage of labor (expulsion).
- They are given in the form of shots and block the nerves that carry sensations from the uterus and pelvic region to the brain..
- These do not reach the baby's circulatory system and the mother is awake to see her baby being born.
- There are three types listed below:
  1. Pudendal Block
  2. Caudal Anesthesia
  3. Saddle Block

Resource: Maternity Nursing, Bleier, pp. 137-143.

TEACHER REFERENCES
Task Area 2.0

LEARNING ACTIVITY
Objective 2.7.1

Activity C: Participate in a class discussion of postnatal care from day of delivery to three months after delivery.

Teacher Guideline for Discussion

A guideline for a class discussion on postnatal care of the mother follows. More detail may be obtained from the resources listed under Learning Activities A and B.

Delivery to One Week

Care of the mother after delivery:
*A. Need for rest and activity (walking).
*B. Care of the episiotomy.

Second Week

Personal care at home:
A. Avoiding strenuous exercise and heavy lifting.
*B. Following the doctors instructions for exercises.
C. Continuing care of the episiotomy.
D. Keeping out of the house trips and visits short and out of town trips should be avoided.
E. Eating properly and drinking enough fluids.

Third through Sixth Week

Coping with feelings and adjustments:
A. Returning to work (in and/or outside the home.)
B. Adjusting to the slack of friendly visits, baby presents, and doctors' encouragement.
C. Continuing exercise to regain figure.
D. Cautioning against intercourse and douching.
E. Starting the menstrual period.

Six Weeks to Three Months

Six weeks:
A. Return visit for a checkup.
*B. Decision of a birth control method.
C. Return to having sexual intercourse.

Three Months:
By this time the emotional and physical health should be back to normal, but if there is still need for special attention, this should be discussed with the doctor.

*Items which the learner might research. Other items discussed or found in the resources may also be included for research topics.

Resource: "Postnatal Timetable," Expecting, Parents' Magazine, Winter 1974-75, pp. 34, 36, 38, and 51.

TEACHER REFERENCES
Task Area 2.0

EVALUATION

Objective 2.7.1 After reading selected passages concerning postnatal care of the mother, the learner will research one of the following topics: Rest, activity and exercise of the mother; Care of the episiotomy and perineum; Care of the breasts; or Methods of contraception, according to the standards in the resources.

Teacher Guideline

A list of possible research topics on postnatal care of the mother and resources detailing each are stated below. The student should be encouraged to find additional resources also.

Research Topic	Resources
1. Rest, activity and exercise of the mother	- "Postnatal Timetable," (Delivery To One Week), Expecting, Parents' Magazine, pp. 34 and 36.
	- Maternity Nursing, Bleier, pp. 169-170.
	- Postnatal Exercises, Objective 2.4.9, Learning Activity C.
	- Prenatal Care, Health, Education, and Welfare, pp. 58-60.
2. Care of the episiotomy and perineum	- Maternity Nursing, Bleier, pp. 170-173.
3. Care of the breasts	- Maternity Nursing, Bleier, pp. 173-176.
4. Methods of contraception	- Maternity Nursing, Bleier, pp. 183-191.

TEACHER REFERENCES
Task Area 3.0

EVALUATION
Objective 3.5.1

Teacher Criteria for Evaluation of Game or Activity

Yes	No	
___	___	1. Did the poster depict the activity or game clearly?
___	___	2. Was the poster self-explanatory?
___	___	3. Did it need a voice to clarify it?
___	___	4. Was the age level appropriate?
___	___	5. Did it give the intellectual importance of the activity?
___	___	6. Did it show the physical importance of the activity?
___	___	7. Can the activity be carried out with available materials?

EVALUATION
Objective 3.5.2

1. I
2. H
3. A
4. D
5. B
6. C
7. J
8. F
9. K
10. G
11. L
12. N
13. M
14. E

EVALUATION

Objective 3.5.3 Given information on the various ways in which infants exercise, state the physical values of these exercises, according to the standards in the resources.

Teacher's Evaluation Sheet

In discussing the physical values of infant's exercises, the following types of exercises should be covered:

Exercises	Physical Value
1. Head control exercises (body control develops from head down and out)	1. Strengthens neck muscles. Practice improves head control.
2. Sitting exercises	2 Strengthens back. Arms are strengthened in being pulled up.
3. Locomotion exercises a. rolling b. crawling c. creeping	3. Strengthens arm and leg muscles. Helps balance and coordination on all fours.
4. Standing exercises	4. Strengthens arms and legs. Helps to develop balance.
5. Walking exercises	5. Develops coordinated leg movement and balance, large muscles
6. Reaching, grasping, releasing exercises	6. Develops coordination and small motor skills. Helps eye-hand coordination.
7. Finger coordination exercises	7. Helps fine motor development.
8. Arm coordination exercises	8. Strengthens arm muscles.
9. Eye-hand coordination exercises	9. Improves eye-hand coordination. Also helps with perceptual-motor development later.
10. Speech exercises	10. Exercises facial muscles and vocal apparatus. Encourages imitative behaviors which will help with language development, although this is not strictly a physical value.

EVALUATION
Objective 3.5.4

Teacher's Evaluation

1. Did the student select an activity appropriate for the age level of the child? If not, what considerations were omitted?

2. What sense(s) did the student's activity stimulate?

3. Could modification be used to make this a better (more complete) activity for the infant?

4. Are the student's techniques suitable for working with the specified sense(s) of the child? If not, what changes should be suggested?

EVALUATION
Objective 3.5.5

Teacher's Evaluation

1. Did the student select an activity appropriate for the age level of the child? If not, what considerations were omitted?

2. What speech and movement did the student's activity stimulate?

3. Could modifications be used to make this a better (more complete) activity for the infant?

4. Are the student's techniques suitable for working with the specified senses of the child? If not, what changes should be suggested?

EVALUATION
Objective 3.5.6

Teacher's Evaluation

1. Did the student select an activity appropriate for the age level of the child? If not, what considerations were omitted?

2. What recognition of spatial relationships did the student's activity stimulate?

3. Could modification be used to make this a better (more complete) activity for the infant?

4. Are the student's techniques suitable for working with the specified sense of the child? If not, what changes should be suggested?

TEACHER REFERENCES
Task Area 4.0

EVALUATION
Objective 4.1.2.

Answers to Crossword Puzzle

Across

1. sensori
2. aggression
3. gross
4. memory
5. development
6. heredity
7. fine
8. negativism
9. equilibrium
10. attention
11. chronological

DOWN

3. growth
5. disequilibrium
12. formal
13. environment
14. physical
15. cooperative
16. motor
17. social
18. petulant
19. emotions
20. solitary
21. sequence
22. visual
23. auditory

EVALUATION
Objective 4.1.3.

Answer Key--Developmental Terms--Matching Test

1. L
2. O
3. M
4. D
5. Y
6. R
7. T
8. A
9. F
10. B
11. Q
12. E
13. N
14. V
15. P
16. J
17. C
18. H
19. I
20. K
21. S
22. G
23. W
24. X
25. U

LEARNING ACTIVITY
Objective 4.1.3.

Activity A:

Definitions--Developmental Terms
Answer Key

Abstract: Idea that is not present in physical world.

Aggression: A personality trait of being bold and energetic in getting your own way.

Attention: The ability to observe something closely; applying the mind to a sense of thought.

Auditory: A term dealing with hearing.

Chronological: A list or table of events in their order of occurrence; usually age related.

Cognitive: Dealing with the process of knowing or thinking.

Compliant: A personality of giving in and being obedient.

Concrete: A thought that could be perceived through five senses.

Concrete operations: Piaget's third stage of development; if materials are present, the child can deal with stability of properties of matter in spite of changes in appearance.

Conformity: A personality trait of being in agreement.

Co-operative play: Play behavior in which the child begins to play with other children.

Co-ordination: The ability of the muscles to work together to perform complex movements.

Development: Arrival at a more advanced or effective stage.

Developmental task: Activities that are commonly engaged in at a particular age.

TEACHER REFERENCES
Task Area 4.0 (Continued)

LEARNING ACTIVITY
Objective 4.1.3.

Activity A:

Domineering: A personality trait trying to rule or control others.

Disequilibrium: Child's ideas and what the environment really looks like are not the same.

Emotions: Strong feelings arising subjectively rather than through conscious mental effort.

Enuresis: Bedwetting; uncertain control of urine.

Environmental: Surroundings.

Equilibrium: A time when things are in good balance both inside the person and between them and their environment.

Fine motor skills: The way the person uses hands and fingers; skills which require the use of small muscles.

Formal operations: Abstract, as well as concrete operations, can be performed.

Gross motor skills: The way an individual's whole body moves about; skills which require the use of large muscles.

Growth: Gradual increase in body differentiation.

Handedness: The hand an individual uses most frequently and most comfortably.

Heredity: The genetic (inborn) characteristics handed on to an individual by the parents.

Hostility: An emotional trait of feeling and /or showing dislike.

Imagination: The act of imaging or forming mental images.

Memory: An essential part of learning in which the child remembers things of the past.

Motivation: Providing a reason or purpose to do something.

TEACHER REFERENCES
Task Area 4.0 (Continued)

LEARNING ACTIVITY
Objective 4.1.3.

Activity A:

Motor: Dealing with the movement of muscles.

Negativism: A period in development characterized by the negative emotions of fear, anxiety, resentment, etc.

Operations: A mental activity: a means of organizing facts already internalized about the real world so that they can be used in the solution of new problems.

Parallel play: The child plays alongside another child and usually enjoys being with that child, but is mainly interested in their own activity.

Perception: The act of perceiving or of becoming aware.

Petulant: Unreasonably irritable or ill-tempered.

Physical: Dealing with the body.

Pre-operational stage: Piget's second stage, which occurs between approximately 2 and 7 years. In this stage the child organizes its perceptions, makes finer discriminations and builds concepts. The child does not reason or organize well.

Reasoning: The ability to think in logical terms; deals with the recognition of elements from previous experiences and the reorganization of thinking or behavior for a new situation.

Sensory motor stage: Piaget's first stage which occurs from birth to 2 years. In this stage learning is through response to the stimulation of the child's senses.

Sequence: A following of one thing after another.

Social: Behavior dealing with other people.

Solitary play: The first stage of play behavior in which the child plays alone.

Visual: A term dealing with the ability to see.

EVALUATION
Objective 4.2.1

Answer Key

1. A. Heredity: tendency of children to resemble parents through transmission of genes in chromosomes; characteristics or traits one is born with.

   B. Environment: conditions, surroundings, or influences that affect growth and development.

2. Environment can be changed; heredity cannot.

3. Heredity determines the wide limits within which a child can develop. Environment shapes and influences the development which actually takes place. Neither can be completely independent of the other. Heredity finds expression through environment; environment influences the development of inherited characteristics.

EVALUATION
Objective 4.2.1

Answer Key

1. Hereditary diabetes
2. Hereditary brown hair
3. Environmental poor diet
4. Hereditary large hands
5. Environmental attention from parents
6. Hereditary RH Negative Factor
7. Hereditary blue eyes
8. Hereditary red hair
9. Environmental clean water
10. Hereditary height
11. Environmental good diet
12. Environmental language dialect
13. Environmental proper prenatal care
14. Environmental lack of supervision of parents
15. Environmental clean air
16. Hereditary small feet
17. Environmental improper shoes
18. Environmental poor nutrition cause of tooth decay
19. Hereditary stuttering
20. Environmental brain damage of fetus due to poor nutrition of mother

Your answers may be different from the above answer key and still be correct. For example, small feet are normally always the result of heredity, but in some extreme cases, shoes that are to small may make feet grow improperly and not reach their full size. Explain why you disagree with any of the above answers and give reasons.

TEACHER REFERENCES
Task Area 4.0 (Continued)

LEARNING ACTIVITY
Objective 4.2.5

Answers to Activity F

1. D
2. S
3. D
4. D
5. D
6. D
7. S
8. D
9. D
10. D
11. S

LEARNING ACTIVITY
Objective 4.2.5

Activity G:

Answer Key

1. Four differences in the two home environments are:
   a. Lack of cooperation between parents in caring for children in Case A.
   b. Good cooperation and sharing of responsibilities of parents in Case B.
   c. Failure to give attention to children in Case A.
   d. Attention given to children's needs in Case B.
2. B (fill in the blank with the letter of the case situation) is the environment I believe that bests supports child growth and development.
3. My reason for this choice is...........

TEACHER REFERENCES
Task Area 4.0 (Continued)

EVALUATION
Objective 4.3.1

Answer Key

(1) 4, 2, 1, 5, 3.

(2) 5, 3, 2, 1, 6, 4.

(3) 2, 4, 1, 3.

(4) 1, 2, 3, 4.

EVALUATION
Objective 4.3.2

Answer Key

A-2, B-4, C-2, D-2, E-4, F-4, G-2, H-2, I-2, J-4, K-4, L-4, M-2.

EVALUATION
Objective 4.3.3

Answer Key

1-G, 2-G, 3-G, 4-G, 5-G, 6-F, 7-F, 8-G, 9-G, 10-F, 11-F, 12-F, 13-G, 14-F, 15-F, 16-F, 17-G, 18-G, 19-F, 20-F.

TEACHER REFERENCES
Task Area 4.0 (Continued)

EVALUATION
Objective 4.4.1

Answer Key

(1) 5, 2, 1, 6, 3, 4.

(2) 5, 1, 4, 6, 2, 3.

EVALUATION
Objective 4.4.2

Answer Key

4, 2, 2, 2, 2, 4, 4, 2, 2, 2, 2, 4, 4.

EVALUATION
Objective 4.4.3

Answer Key

1. sensorimotor
2. pre-operational
3. pre-operational
4. sensorimotor
5. sensorimotor
6. sensorimotor
7. pre-operational
8. pre-operational
9. pre-operational
10. pre-operational

EVALUATION
Objective 4.5.1

Answer Key

1-4, 2-6, 3-2, 4-3, 5-2½, 6-1½, 7-4, 8-6, 9-1½, 10-5, 11-2, 12-4, 13-5,

14-5, 15-3.

EVALUATION
Objective 5.3.1

Objective Test: Answer Key

I. Correct Answers
1. C
2. D
3. A
4. E
5. B

II. Possible Diseases Listed
1. measles
2. whooping cough
3. smallpox
4. polio
5. diptheria

III. Correct Answers
3. measles
4. mumps
6. chickenpox
7. strep throat
9. German measles
11. whooping cough
12. pink eye
13. scarlet fever

IV. Common Diseases Which May Be Listed
1. pink eye: whites of eyes are reddened and drain pus, lids may be swollen and stuck together.
2. strep throat and scarlet fever: headache, fever, sudden sore throat, swollen neck glands, fine rash.

EVALUATION
Objective 5.3.4

Answer Key

The following should be checked: 1, 3, 4, 5, 6, 7, 8, 9.

LEARNING ACTIVITY
Objective 5.3.7

Activity D: Read When Your Child Is Ill, pp. 17-32.

Summary

List of allergic symptoms:

Hives: itchy red blotches with white raised centers appear in crops.

Eczema: skin is rough, reddened, swollen and finely blistered; may be dry and scaly.

Coughing, wheezing, breathing difficulty.

Sneezing, runny nose, intense itching of eyes and inside of nose.

Spitting up, vomiting, colic and diarrhea as a reaction to food.

Intense pain in head accompanied by nausea and sometimes visual disturbances.

Rashes.

When Your Child Is Ill, Samuel Karelitz, M.D., pp. 17-32.

LEARNING ACTIVITY C
Objective 5.3.8

Answer Key

Emotional illness may be present in 1, 8, 4, and 3.

EVALUATION
Objective 5.3.8

Answer Key

The following symptoms should be checked and explained: 1, 3, 4, 6, 7, 10.

LEARNING ACTIVITY
Objective 5.3.10

Activity A: Given the average physical abilities of children, identify symptoms and kinds of perceptual problems in children according to the standards in the resources.

Summary: Symptoms of Perceptual Problems

I. Vision

straining to see the board
holding books to close
head tilting
squinting and frowning
covering one eye while reading or looking at books
repeated complaints of headaches
one eye that turns in
crossed eyes
one eye that turns out

II. Hearing

poor work in school
fails to respond when head is turned
general inattentiveness
cocking of head to one side
always asking to have things repeated
pronouncing words incorrectly
talks to loudly

III. Other Perceptual Problems

prints upside down and backwards
copies symbols in reverse consistently
unable to read and spell even the simplest words (only if 5 or older)
hyperactive
distractable
awkward (frequently falls or bumps into things)
noisy

TEACHER REFERENCES
Task Area 5.0

EVALUATION
Objective 5.4.6

Answer Key

Procedures which may be followed include: 1, 2, 5, 7.

TEACHERS REFERENCES
Task Area 6.0

EVALUATION
Objective 6.1.2

50-60: You have a positive self-concept

40-50: Your self-concept is still stable.

30 or below: You need work on your opinion of yourself.

EVALUATION
Objective 6.2.1

1. E
2. C
3. B
4. A
5. F
6. D
7. 18-24 months
8. three
9. five
10. six

TEACHER REFERENCES
Task Area 6.0

EVALUATION
Objective 6.5.1

Evaluation Key

Part I:

1. O
2. O
3. X
4. X
5. O
6. X
7. O
8. O
9. X
10. X
11. O
12. O
13. O
14. X
15. O
16. O
17. O

Part II:

1. Ruthie
2. Debbie
3. blank
4. Missy
5. Terry
6. Eddie
7. Carla
8. Sandi
9. Peggy
10. Robert
11. Melanie
12. Amy

Objective 6.6.1

Activity A:

Answer Key

Total Points:

If your total points are 20-30, then your family does an excellant job of respecting the rights and privileges of children.

If your total points are 10-19, then your family does a fairly good job but may want to change some procedures in the areas for which you record low scores.

If your total points are below 10, then you might want to discuss with your parents some ways in which your family can provide more rights, privileges and responsibilities for children in your family.

EVALUATION
Objective 7.1.1

Objective Test Answers

1. E
2. C
3. B
4. A
5. F
6. D
7. 18-24 months
8. three
9. five
10. six

EVALUATION
Objective 7.2.3

Age to be Expected	Inappropriate
2	3,4,5,6
2	3,4,5,6
2	3,4,5,6
2	3,4,5,6
2-4	5-6
2,3	4-6
4-5	6
2-3	4,5,6
4-6	
2-4	5-6
2-3	4-6
2-3	4-6
4-5	6
2	3-6
2-3	4-6
2-3	4-6
2-3	5-6
4	6
2-4	5-6
2	3-6
4	5-6
2-3	4-6
4-6	
2-4	5-6
2-4	5-6
2-4	5-6
4	5-6
2-4	5-6
2-3	5-6
3-4	5-6

TEACHER REFERENCES
Task Area 7.0 (Continued)

EVALUATION
Objective 7.4.2

Answers

D
U
D
U
U
D
D

LEARNING ACTIVITY
Objective 7.5.2

Answers

1. Yes
2. No
3. No
4. Yes
5. Yes
6. Yes
7. No
8. No
9. No
10. No
11. No
12. Yes
13. Yes
14. Yes
15. No
16. No
17. Yes
18. Yes
19. Yes
20. No
21. Yes
22. Yes
23. No
24. Yes
25. Yes
26. Yes
27. Yes
28. Yes
29. Yes
30. No
31. No
32. No
33. No
34. No
35. No
36. No
37. No
38. No
39. No
40. No
41. No
42. Yes
43. Yes
44. Yes
45. No
46. Yes
47. No
48. Yes
49. Yes
50. Yes

TEACHER REFERENCES
Task Area 7.0 (Continued)

EVALUATION
Objecitve 7.5.2

Answers

7.5.2 A
2
4
1
3
8
10
6
9

7.5.2 B
1. D
2. E
3. E
4. D
5. E
6. D
7. E
8. E
9. D
10. E

LEARNING ACTIVITY
Objective 7.6.1

Activity C: Class will do exercise on Impulses, Feelings and Emotions.

Techniques for Exercise on Impulses, Feelings, and Emotions - Game

1. At beginning of class, put Impulses, Feelings and Emotions across top of blackboard.

2. Have a warm-up sesssion: form a sharing circle -- use the statment "I am aware that...." Suggestions should be contributed spontaneously by each class member.

3. Carry on class as usual or as planned.

4. Each time a learner has a significant awareness, the learner will go to the board and write in appropriate space "I am aware that ____________________.

5. At end of class, have a class discussion:

    a) When did you experience that?

    b) Why must it be important for a helper or teacher to be aware of these things.

    c) How might one deal with that?

    d) Can you recognize when other people are aware of things?

TEACHER REFERENCES
Task Area 7.0

EVALUATION
Objective 7.6.1

Emotion	Causes of Emotions	Behaviors
1. Anger	1) Children are in environment regulated for adults. 2) Their wishes are thwarted. 3) More restraints placed on children as they grow older. 4) More demands for them to behave in socially approved manner.	Temper tantrums Kicks Stomps feet Hits Pounds, throws Bites, screams Holds breath
2. Fear	1) May follow a frightening experience. 2) Anything that occurs suddenly or unexpectedly. 3) Children fear animals, being dropped, left alone, falling, insecurity of footing, loud noises, strangers and strange places.	Attempts to withdraw Hides, turns head Covers eyes Cries, Temporary holding of breath Stopping activity
3. Shyness	1) Occurs when children are with a stranger. 2) Occurs in a strange place. 3) Cannot adjust themself quickly to something unfamiliar.	Similar to that of fear. Child runs and hides, puckers up, ready to cry.
4. Jealous	1) Believes their place in the affections of a loved one is being usurped. 2) Most common cause is birth of a younger child. 3) Occasionally, favoritism on part of parent for one child in family.	Sometimes like a temper tantrum; however, always directed against a person. It hurts offender by hitting, kicking, etc. Sometimes reverts to infantile behavior: wets bed, sucks thumb, won't eat, pretends to be ill, being afraid. Wants attention.
5. Happiness	1) Being smiled at, played with, patted in approval. 2) Receiving expressions of love and friendliness. 3) Funny faces. 4) Achieving what they start out to do.	Laugh, clap hands. Often jumps up and down. Hugs the person or thing.
6. Affection	1) Children love the people who take care of them and those others (pets) they have pleasant associations with.	Children want to be with loved one (s). They pet, hug, and kiss.

LEARNING ACTIVITY
Objective 7.8.2

Answers
Self-Test

I.

1. From birth on.
2. To set limits in developing self-discipline.
3. Example:
    a) typical characteristic - remove food.
    b) remove child from food, to return when they refrain.
    c) remove child from food, to return to eat at next meal.

II.

A. No punishment required and needs their attention. Needs to learn more appropriate ways to gain attention.

B. Parents come to mutual agreement on handling this situation. Both parents are correct. Show respect for others but demand respect from them.

III.

1. False
2. True
3. True
4. False
5. False
6. True
7. True
8. True
9. True
10. True

EVALUATION
Objective 7.8.3

Answers
Checksheet

F=firm discipline
P=poor discipline

1. F
2. P
3. P
4. P
5. F
6. P
7. P
8. F
9. F
10. P
11. P
12. P
13. F
14. F
15. P

LEARNING ACTIVITY
Objective 9.1.2

Activity A:

Word List Answer Key

1. memory: ability to remember, comes from past experiences.
2. attention: power of concentration; preschool age child loses interest in activites after a very short time.
3. perception: raw impression of object; recognition of an object; learning about objects through seeing, hearing, feeling, tasting, and touching.
4. reasoning: ability to think in abstract terms, to see relationships between things, to draw conclusions from facts.
5. imagination: fantasy, pretend, make-believe; ability to form mental images of what is not actually present.
6. curiosity: questioning, eager to know about things, people, etc.
7. sensory: actual use of the senses -- taste, touch, smell, hearing, seeing.
8. motor: involving muscles, movement.
9. abstract: being able to think past what is perceived; higher level thinking; requires a good understanding of words; may be difficult to understand.
10. concept: an idea formed in the mind that involves making a judgement.

TEACHER REFERENCES
Task Area 9.0

LEARNING ACTIVITY
Objective 9.1.2

Activity L:

Answer Key

1. pretending or imaginary
2.
3. after age 2
4.
5. 3
6. establish identity
7. the child needs help with life
8. accept it; take it as seriously as child does
9. 4
10. real and pretend

LEARNING ACTIVITY
Objective 9.1.2

Activity O:

Answer Key

1. Environments & experiences
2. False
3. Parents
4. 2
5. Family
   Environment
   Child's temperament
6. True
7. False
8. True
9. True
10. Pictures
    Toys
    Zoo
    Walk

TEACHER REFERENCES
Task Area 9.0

Learning Activity
Objective 9.1.2

Activity Q:

Answer Key

1. they expect too much
2. reject
   punish
3. big, powerful, wise
4. Children learn things in order and adults can't change this.
   Children learn things much later than we thought.
5. pretend

EVALUATION
Objective 9.1.2

Evaluation Key

1. attention
   perception
   reasoning
   memory
   curiosity

2. imagination
   memory
   perception
   reasoning
   attention

3. curiosity
   perception
   reasoning
   attention
   memory

4. memory
   attention
   reasoning
   perception
   curiosity

5. curiosity
   memory
   attention
   reasoning
   perception

For the class discussion, the learner should explain why he/she picked the particular components of thinking. (Example: For 1., must use memory to remember high and low perception and reasoning to distinguish between them).

TEACHER REFERENCES
Task Area 9.0

LEARNING ACTIVITY
Objective 9.1.3

Activity B:

Answer Key

1. 2 and 3
1. language
3. sounds
4. encouragement
5. 1
6. naming
7. one at a time
8. stimulation
9. they have been read to
10. communicate, exaggerate, invent stories, be more grown-up.

LEARNING ACTIVITY
Objective 9.2.1

Activity B: View movies Learning Through the Arts, Racing Cars, and Clay Play.

Teacher's Summary: Racing Cars

This movie shows a five year old painting on an easel for the first time. He likes to draw racing cars. It shows how he paints, modifies, and paints his car again when he runs into a problem.

Discuss:

1. What does he think as he is painting?
2. What evidence of thinking components do you see?
    a. perception
    b. memory
    c. reasoning
    d. problem
    e. attention
3. Has he learned from working with paints? If so, what?

LEARNING ACTIVITY
Objective 9.2.1

Activity B: continued.

When painting, a teacher who is prepared for art beforehand makes it easier. A teacher may ask questions of the child as he is painting. He may ask about colors and what happens when you mix colors. Learning comes from experimenting with new and different materials.

Children use imaginationa and language when making things out of clay. They need freedom to explore and talk. The teacher may ask questions about how clay feels and what they are doing. Good reinforcement is helpful. For example, "Very good store. What are you going to sell in this store?". Even in cleaning tables, learning can occur. Children are playing with sponges and soapsuds. The teacher may ask, "How does the water feel? Do the soapsuds stick together?".

Listen to the things the teachers are saying to the children.

A chance to learn through the arts means each child developing in his own way.

LEARNING ACTIVITY
Objective 9.2.1 (Continued)

Teacher's Summary: Clay Play

This shows two girls playing with clay and talking as they manipulate the clay. Each works in a different way. Eventually one little girl copies what the other girl has done.

Discuss:

1. What do the girls say (language)?
2. What are some differences you see in the two girls?
3. What do you know about their feelings and intelligence from viewing the film?
4. Would you help them?
5. Is this a good thing to do in an art activity?

Teacher's Summary: Learning Through the Arts

Learning grows out of natural curiosity. Each learns in his own way through the arts.

Language comes from observation of sensory experiences. Not all children use words. They may use expressions and movements.

TEACHER REFERENCES
Task Area 9.0

LEARNING ACTIVITY
Objective 9.2.2

Activity A: Read *Understanding and Guiding Young Children*, pp. 191-197.

Teacher's Summary: Readings on Music and Dance

Children love to use bodies in rhythmic ways. Music and body movements go together. A sense of rhythm develops as a result of maturation. Children differ in feelings for rhythm.

In singing, a sense of pitch is helped by practice. Children often sing while they play. Singing is an expression of happy feelings.

Let children learn songs by letting them hear them. Repeat harder parts. Creating songs is a good expressive experience. Adult encouragement can be important to this activity.

Musical instruments such as bells, tamborines, cymbals, triangles, and drums add to music enjoyment. Some of these can be made easily.

Music experiences should include lots of body movement. Don't teach them how, as it ruins self-expressions. Let them discover dancing their own way. Help them be free to create their own pattern from what they are thinking.

Listening is part of enjoying. Some enjoy listening only for a short time. Don't force a child to sit and listen. So they see where sound comes from, let children listen while people play different instruments. Play stories and music on records for listening fun.

Simple musical games are good. "Ring Around the Rosy", "London Bridge", or simply choosing games for 4 and 5 year olds (like "Farmer in the Dell") are good experiences. Short periods of the kind of activity are best.

Simple finger play are fun. They are good to use when children are tired and need a quiet activity.

Taken from *Understanding and Guiding Young Children*, pp. 191-197.

LEARNING ACTIVITY
Objective 9.2.2

Activity B:

Answer Key

1. 18 months
2. organized sound (music)
   rhythm
3. bounce, sway, wave arms, nod head, tap, walk, etc.
4. 3
5. dress up and dance to music
   pretend to be animals or leaves
   make music
   listen to music
6. music
   painting & drawing
   clay
   blocks
7. Later academic work will just be reinforcing something they have already been exposed to.

TEACHER REFERENCES
Task Area 9.0

LEARNING ACTIVITY
Objective 9.2.4

Activity B: Read Understanding and Guiding Young Children, pp.179-189.

Teacher's Summary: Readings on Science

Three and four year olds are concerned mainly with discovery. They are budding scientists and are eager, curious, and ready to learn.

They are seldom discouraged. Treat their questions with respect. Give them simple answers. Don't give too much information at one time. Give many opportunities and lots of materials.

Make the [illegible] eagerness to learn. Provide many first-hand experiences. [illegible] you are planning experiences, first watch and see what children are noticing. Provide chances to observe, test and find out. Help by asking questions of the children.

Take children on walks. Children learn from watching things. Listen to child's comments and try to clear up confusions and enlarge their understandings.

Good materials to investigate are sand, water and mud. Water is the most satisfying play material. Be clear about rules and enforce them.

Rolling a ball or building with blocks introduces principles related to physics. A child learns from his own body about balance and using it. A magnet, a vise, pulleys and wheels are good physics toys. The kitchen is a good source of materials, too.

Hints for planning science experiences are also included in this reading.

Taken from Understanding and Guiding Young Children, pp. 179-189.

LEARNING ACTIVITY
Objective 9.2.8.

Activity A: Read The Nursery School, pp. 194-197. Summary in Appendix.

Teacher's Summary: The Nursery School

Child builds self-confidence from control of his muscles. A child with good motor skills can do more about what he perceives.

A healthy child enjoys practicing until he masters a skill.

This reading also lists activities for large and small muscle development.

Taken from The Nursery School, pp. 194-197.

LEARNING ACTIVITY
Objective 10.3.1

Activity C:

Answer Key

A	I	L	T	O	V	R	E	D	E	S
C	S	C	I	S	S	O	R	S	O	T
H	A	R	T	A	M	I	A	L	T	O
N	P	A	P	E	R	H	S	E	N	S
L	A	Y	E	G	L	U	E	O	S	E
R	I	O	N	O	V	X	R	R	G	V
S	N	N	C	L	A	Y	X	A	N	O
T	T	X	I	G	R	E	E	N	I	H
U	P	B	L	U	E	L	M	G	W	I
B	U	R	L	A	P	L	I	E	A	T
R	R	U	L	E	R	O	O	N	R	H
A	P	S	O	T	C	W	O	O	D	S
Y	L	H	A	C	H	Y	I	L	O	V
E	E	E	B	R	A	Y	C	E	D	A
R	E	T	S	A	L	P	I	L	O	V
S	B	C	R	O	K	U	T	C	T	E

TEACHER REFERENCES

Task Area 11.0

LEARNING ACTIVITY
Objective 11.1.2

Activity C: Discuss how food affects your body weight.

Guidelines for Discussion

A discussion of how food affects your body weight should include:

1. How many calories are needed by one's body according to age, sex, height and physical activities?
2. Which foods are high in calories?
3. Which foods are low in calories?
4. What are the emotional effects of weight problems?
5. How do emotions affect eating habits?
6. How might attitudes determine one's ability to control body weight?

TEACHER REFERENCES

Task Area 11.0

EVALUATION

Objective 11.1.2 After studying nutrients, list the nutrients and identify their functions and sources as given in the resources.

Answer Key

A. List the five nutrients.

B. Complete the following statements with the correct word.

1. The nutrient which provides the most concentrated fuel or energy is fats.
2. Foods which contain sugar or starches are carbohydrates.
3. The "protective" nutrients which maintain health rather than provide energy are vitamins and minerals.
4. Protein is most important for repairing and building tissue.
5. Fats and carbohydrates are needed to provide fuel for the body.
6. Water is not a nutrient but is necessary before nutrients can function in the body.
7. Vitamin A is obtained from leafy green and yellow vegetables.
8. Citrus fruits provide Vitamin C..
9. Foods from animals provide the best source of protein.
10. The different "parts" of food are nutrients.

C. Match each statement with the correct term.

G	1.	Cures pellagra.	A.	Source of Iodine
D	2.	Prevent beriberi.	B.	Vitamin D
I	3.	Prevents scurvy.	C.	Calcium
B	4.	Prevents rickets.	D.	Thiamine
A	5.	Sea food.	E.	Riboflavin
E	6.	Help burn sugar and starches	F.	Soy beans
F	7.	A meat substitute.	G.	Niacin
J	8.	Needed for hemoglobin.	H.	Vitamin A
C	9.	Needed for bones and teeth.	I.	Vitamin C
H	10.	Prevents night blindness.	J.	Iron

TEACHER REFERENCES

Task Area 11.0

EVALUATION

Objective 11.1.4 When presented with all necessary nutrients, plan menus which include those nutrients necessary for children ages 1-6 years according to USDA standards.

Check Sheet for Evaluation of Menus

1. Does your menu contain one of the following if a breakfast?

	YES	NO
¼ C. to ½ C. juice or fruit		
¼ C. to 1 C. cereal		
½ slice of bread		
½ C. to 1 C. milk		

2. Does your menu include the following if a lunch or dinner?

	YES	NO
1 oz. to 1½ oz. cheese		
1 whole egg		
1 oz. to 1½ oz. meat		
1/8 C. to ¼ C. cooked dry beans		
1 T. to 2 T. peanut butter		
¼ C. to ½ C. vegetable and/or fruit		
½ slice bread		
½ C. to 3/4 C. milk		
½ t. butter		

3. Does your menu include the following if a supplement?

	YES	NO
½ C. milk		
½ C. juice		
½ C. fruit or vegetable		
¼ C. to 1/3 C. cereal		
½ slice of bread		

EVALUATION
Objective 11.2.1 (Continued)

Score food in each of the categories using the following scoring system:

Perfect	5
Good	4
Fair	3
Poor	1-2

TEACHER REFERENCES
Task Area 11.0

FOOD	COLOR SCORE	TEXTURE SCORE	TASTE SCORE	FORM SCORE	TEMPERATURE SCORE	TOTAL SCORE

EVALUATION
Objective 11.2.1

Pleasing and Appetizing Meals

An appetizing meal is one which offers a pleasing combination and contrast in color, flavor, texture, form, temperature, and variety of foods.

Perfect	25	Fair	15-19
Good	20-24	Poor	0-14

Poor Characteristics

1. Choice of foods lacking in color.
2. Poor color combinations.
3. Poor color arrangements on plate.
4. Color impaired by poor preparation.
5. Poor flavor combinations.
6. Too many bland or too many strongly flavored foods.
7. Too many foods of similiar texture - - all soft or crisp.
8. Food lacking in temperature contrasts.
9. Foods not served at proper temperature.
10. Same food or flavor repeated in a meal.
11. Lack of variety in cooking methods.

Taken from Betty Crocker, General Mills.

TEACHER REFERENCES

Task Area 11.0

LEARNING ACTIVITY
Objective 11.2.4

Activity D: Discuss what special occasions families observe and what foods they traditionally have.

A discussion on special occasions should include:

1. Religious occasions
2. Birthdays
3. National Holidays

Allow time for everyone to discuss special occasions in their families.

Point out differences of opinions on what is appropriate for special occasions.

Summarize highlights of discussions:

1. What do you consider a special occasion?
2. What foods are thought of as special occasion foods?
3. What kinds of preparation are involved for special occasions?
4. What are some table settings for special occasions?

TEACHER REFERENCES

Task Area 12.0

EVALUATION

Objective 12.4.2 Given a situation in which the child is exhibiting unfavorable behavior, redirect unfavorable behavior into more constructive behavior, according to the standards in the resources.

After observing each learner working with exceptional children, fill in the following form:

Date:

Name:

Situation:

Method used to solve the problem:

Was the method effective?

TEACHER REFERENCES

Task Area 12.0

LEARNING ACTIVITY
Objective 12.5.1

Activity A: Read "Adapting Activities for Children with Special Needs".

Adapting Activities for Children with Special Needs

How do children learn? Learning involves the brain processsing the information collected by the five senses: seeing, hearing, tasting, touching, and smelling. An exceptional child encounters problems either because his brain cannot process the material in a normal manner or because one or more of his five senses does not function properly.

Does this mean that exceptional children cannot learn? No! It means that learning must occur by using different methods and encourageing the use of normally functioning senses. For instance, a mentally retarded child has a short attention span and memory. By repeating something many times, the child can be helped to learn. A child who has a visual problem can use senses of hearing and touching as well as smelling and tasting to learn.

Activities in child care centers, nursery schools, or other child care facilities are usually designed for the normal child. They must be adapted to meet the special needs of exceptional children. Activities need to be adjusted so all children can use the abilities they have to be successful. The child care worker helps the child by helping child discover how to use other resources to succeed.

The following activity lesson plan form will help you adapt activities to the needs of exceptional children.

TEACHER REFERENCES

Task Area 12.0

EVALUATION
Objective 12.6.1 Given a list of activities, you will examine the needs of parents with exceptional children, according to the standards in the resources.

Group Sharing Circle

"I am the parent of an exceptional child. I need ______________________________."

Give each student this statement. Give them one minute to write down everything that comes into their mind. When they have finished writing, form a sharing circle to share responses.

EVALUATION
Objective 12.6.2 Given methods of working with the parents of exceptional children, you will recognize the purposes of the various methods, as explained in Good Schools For Young Children and Day Care 8: Serving Children With Special Needs.

Methods of Communicating with Parents

Home Visits
School Visits
Casual Visits
Telephone Conversations
Planned Conferences
Study Groups - Workshops
Planned Parent Meeting
Parent Participation
Newsletters
Fund Raising Activities

You are the director of a day care center. During the year you want to encourage as much parent participation as possible. You are making plans now to involve the parents the following year. What do you wnat to plan for? As the director:

1. Plan to use every method in some way during the year.
2. Tell when you plan to use them.
3. Explain what your purposes are.

It is up to you to decide how many teachers you have working with you and how many children each one has. Include this information. State whether you or one of your teachers (or secretary?) will be responsible for the parent contact.

TEACHER REFERENCES

Task Area 12.0

LEARNING ACTIVITY
Objective 12.6.2

Activity E: Sharing group: Select 3 methods of communicating with parents that you feel comfortable using. Explain why you chose the ones you did. What types of methods were they: formal or informal, direct or indirect?

Activity F: Sharing group: Select the method of communicating with parents that you feel most comfortable with. Student's who selected the same method should meet in the same group. Discuss why you chose that instead of another method. What does the method you chose teach you about yourself?

Guidelines for the Teacher

Activities E and F may be used together. E could be discussed as a class if the class is small or informal (student-selected) groups. Activity F allows another group to form with different students in it so that they can interact and get to know and understand one another. This group also provides security for students who have the same fears and needs. Through discussing why they selected that particular method, an opportunity arises for them to learn more about themselves and accept themselves.

TEACHER REFERENCES
Task Area 12.0

Recommended Vocabulary for Students

Mentally Retarded

amentia
anoxia
congenital
cretinism
culturally disadvantaged
differential diagnosis
disability-inability
educable
encephalitis
endrogenous
exogenous
etiology
eugenics
euthenics
familial
feeblemindedness
fetus
hydrocephalus
interdisciplinary approach
mental age
mental deficiency
mentally handicapped
microcephy
mongolism
neurological
pathological
pseudo-mental deficiency
psychogenic
slow learner
social adjustment
sub-cultural
trainable
vocational rehabilitation
vocational adjustment

Auditory Handicaps

acoustic
acuity
adventitiously deaf
amplification
audiogram
audiometer
auditory training
bane conduction
central deafness
congenitally deaf
deaf
deafened
decibel
frequency
intensity
kinesthetic
manual method
marginal loss
mastoiditis
natural method
oral method
ototogist
otosclerosis
perceptive deafness
pitch
profound loss
psychogenic deafness
speech reading
tactile

Partially Sighted

astigmatism
blindisms
Braille
cataract
central vision
cognition
cornea
glaucoma
hyperapin
itinerant teacher
macula
oculist
optician
optometrist

TEACHER REFERENCES
Task Area 12.0 (Continued)

Recommended Vocabulary for Students

Partially Sighted - cont.

opthamologist
perimeter
peripheral field
refraction
retina
retralental fibroplasic
Snellen test
strabismus
stereoscopic
talking book
vitreous humor

Orthopedic and Special Health Problems

anoxia
anomaly
atoxia
athetasis
aura
cancer
congenital
cerebral palsy
diabetes
encephalitis
epilepsy
grand mal
hemiplegia
Jacksonian
lesion
leukemia
malnutrition
metabolic disturbance
muscular dystrophy
occupational therapist
orthopedic
osteomyelitis
paraplegic
petit mal
physical therapist
poliomyelitis
prosthesis
psychomotor
quadriplegia
rheumatic fever
rigidity
spasticity
trauma
tuberculosis
vaccine

Speech Handicapped

aphasia
articulation
cleft palate
delayed speech
esophageal speech
functional
larynx
laryngectomy
lisp
malocclusions
nasality
organic
orthodontist
pharynx
phanation
stuttering

Behavior Deviations

aggression
anxiety neurosis
autism
compulsion
defense mechanism
delinquency
ego
hysteria
ideopathic
maladjustment
neurosthenia
neurotic
obsession
phobia
psychiatrist
psychologist
psychopath
psychosis
psychosomatic
psychotherapy
psychotic
schizophrenic
superego
withdrawal

TEACHER REFERENCES

Task Area 12.0

EVALUATION
Objective 12.7.1 Given a list of community resources, you will summarize information on any available resources for the various types of exceptional children on the local, state, and federal level, according to the standards in the resources.

Evaluation Checklist

1. Did you write or contact 3 sources for information (local, state, federal)?

2. Report to the class on the area researched:

   a) Did your report summarize the information received?

   b) Did your report:

      1) Tell purpose of resource.
      2) Explain services provided.
      3) Tell whom the service is for.
      4) Give any other information.

   c) Does the report include a display of the resources?

Cross-referenced Index

Cross-referencing has been done by objectives for practical application.

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Task Area 1.0

Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker

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1.0 Displaying a Knowledge of Child Care Centers, Services, and Responsibilites of the Child Care Worker

- 1.1 Possesses a knowledge of child care facilities and services
- 1.2 Incorporates various child care facilities and services
- 1.3 Displays skills necessary to function as a child care worker
- 1.4 Recognizes own strengths and limitations as a child care worker
- 1.5 Possesses a knowledge of the laws governing the child care centers and services

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker

Competency: 1.1 Possesses a knowledge of child care facilities and services

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.1.1 Given information on child care centers, you will list the factors in society which brought about the establishment of various child care facilities and services, as given in the resources.	A. Read Child Development for Day Care Workers, Highberger and Schrass, pp. 208-214, or Administration of Schools for Young Children, Carmichael, Clare and Leonhard, pp. 1-8. B. Prepare a questionnaire intended to measure changes in society which affect child care needs. (Guide in Appendix) C. Administer questionnaire to parents grandparents, and peers. D. State conclusions concerning societal change from the results of the questionnaire.	1.1.1 Prepare a chart listing factors which brought about child care programs.
1.1.2 Given the child care needs in the community, you will discuss with peers and teachers your concern over area child care needs and propose workable solutions.	A. Interview community mothers and fathers as to the need for additional child care services in your area. B. List community needs now being met and those which need to be met by child care centers. C. Have a panel discussion of child care needs and opportunities available in your area. D. Propose what you feel is a workable solution to area child care needs.	1.1.2 List several workable solutions to child care problems in your area.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilites of the Child Care Worker
Competency: 1.1 Possesses a knowledge of child care facilities and services

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.1.3 Given the child care needs of the community, you will identify different types of area child care facilities and services provided by these centers, as outlined in the resources.	A. Read pamphlet, Day Care For Your Children, Dept. HEW, and prepare reference cards of different types of facilities for child care. B. View fimstrip, Story of the Day Care Center #61, Exploring Careers in Child Care Series, McKnight. C. Visit various types of child care facilities. D. Complete an observation form similar to one in Appendix while visiting center. E. Prepare a community map and locate as many differnet kinds of child care centers as you can find. Be sure to include family child care facilities in private homes. F. Add to the community map any establishments which provide child care services. Code appropriately.	1.1.3 Write workable definitions of various types of child care services.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilites of the Child Care Worker

Competency: 1.1 Possesses a knowledge of child care facilities and services

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.1.4 Given the services provided for child care centers by various agencies, you will describe the different occupations available, according to guidelines in filmstrip.	A. View filmstrip, Introduction to Exploring Careers in Child Care #1, from Exploring Careers in Child Care Series, McKnight. B. Prepare a bulletin board of various careers in child care. C. Brainstorm questions you would like answered by professionals concerning careers in child care. (Guide in Appendix) D. Get resource speakers from area child care establishments to present a summary of the responsibilities of their jobs, their working conditions, the training required for their jobs, etc. E. Have a discussion with professional workers.	1.1.4 Write a paragraph describing various occupations in child care services.
1.1.5 Given the services provided by a child care center, you will explain how the child care center helps to meet the child's needs.	A. Read Guide for Establishing and Operating Day Care Centers for Young Children, Boguslawski, pp. 7-10. B. Have a class discussion of needs. List on chalkboard. C. Develop a checklist to determine whether or not these needs are being met.	1.1.5 Write a paragraph on how the center helps to meet the child's needs.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of Child Care Worker

Competency: 1.1 Possesses a knowledge of child care facilities and services

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.1.5 Continued	D. Note how some of these needs are being met, from your observation of the child care center.	
1.1.6 Given the importance of management, you will list the responsibilities that are necessary in operating a child care program.	A. Scan Administration of Schools For Young Children, Click, Section IV, pp. 61-88. B. Read job descriptions as found in Child Development Day Care #7 Administration, Host and Heller, (HEW) p. 39-45. C. List the major areas needed in the operation of the program. D. Invite a child care center director to discuss the importance of accurate record keeping.	1.1.6 List the responsibilities that are necessary in operating a child care program.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker

Competency: 1.2 Incorporates various child care agencies and individuals available within the community

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.2.1 Given the children's needs, you will identify individuals and/or agencies which fulfill the special needs of children--emotionally ill, severely handicapped, etc.	A. View A Story of Programs for Special Children, #34 from Exploring Careers in Child Care Series, McKnight. B. List the individuals involved in the diagnostic screening of the child after you have observed learning problems, according to the filmstrip. C. Discuss special children you have observed in area centers--physical appearance, emotional characteristics, etc.	1.2.1 List individuals and/or agencies in your community which fulfill the special needs of children.
1.2.2 Given the needs of the child care centers, you will list area resource people (names, addresses, and positions) available to assist child care workers as located in community survey.	A. Prepare a list of questions to be administered to designated individuals in the community. (Guide in Appendix) B. Prepare a list of individuals that can possibly be interviewed for child care information and select individuals to be interviewed. C. Interview selected individuals.	1.2.2 Prepare a poster listing resources people and the assistance they may offer to child care workers.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker
Competency: 1.3 Displays the skills necessary to function as a child care worker

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.3.1 Given information, you will demonstrate through the use of games, the importance of communication and listening skills for child care workers.	A. Participate in either "The Silent Puzzle Game" or The Sender-Receiver" (Guide in the Appendix) B. Discuss how you were affected by the game.	1.3.1 Write a paragraph explaining the importance of developing communication skills for child care workers.
1.3.2 When given instructions by another member of the staff, you will recognize the importance of carrying out the instructions as directed.	A. Role play situations where you (1) follow instructions, and (2) do not follow instructions. B. Interview day care workers to discover why directions are necessary in the center. C. List methods you might use to remember instructions.	1.3.2 Use the checklist in the Appendix to evaluate your ability to carry out instructions.
1.3.3 Given resource material, you will develop an activity for one of the various learning areas found in the child care centers.	A. Read pamphlet, Space for Learning, Dept. HEW, Pub. #72-51. B. List the activity areas for indoors C. List the activity areas for outdoors.	1.3.3 Choose one of the learning areas and develop an interesting activity for the children.
1.3.4 Given a center's daily time schedule, you will evaluate it according to the checklist found in the Appendix.	A. Read Caring for Children, Draper & Draper, pp. 397-401, and observe the sample schedule. B. Use examples of daily schedules from various child care centers, or from the sample in Caring For Children, Draper & Draper, to become familiar with various types of schedules.	1.3.4 Evaluate a child care center's time schedule by completing the checklist, in the Appendix.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of
the Child Care Worker
Competency: 1.3 Displays skills necessary to function as a child care worker

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.3.5 Given a situation where the teacher is called out of the room, you will demonstrate your ability to keep the children involved in the activity.	A. Scan through suggested activity books such as Pre-School Games and Activities, Taetzsch & Taetzsch, or other similar resources to find games, songs, finger plays, and simple stories to tell. B. Become familiar with these activities so they can be utilized with children. C. Make a file of several activities in each area.	1.3.5 Demonstrate your ability to keep the children involved with activities when called upon unexpectedly.
1.3.6 After watching a filmstrip, you will name the four areas of child development and list activities for each type.	A. View filmstrip Introduction to Child Development #10, Exploring careers in Child Care Series, McKnight. B. Review four types of development: physical, mental, social and emotional. C. Divide class into four groups. Have each group brainstorm how child care centers encourage development of each of the following: mental, physical, social or emotional growth. D. Discuss with class the brainstorming lists.	1.3.6 List two or more activities for each of the four areas of child development.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker
Competency: 1.3 Displays skills necessary to function as a child care worker

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.3.7 Given a variety of audio-visual equipment, you will demonstrate the operation of frequently used audio-visual equipment according to previous instruction.	A. Select and read various manuals about pieces of audio-visual equipment. B. Have a teacher demonstration of each piece of equipment. C. Practice the use of equipment. D. Draw the name of one piece of audio-visual equipment and demonstrate its use.	1.3.7 Evaluate your demonstration by using a checksheet. (Suggestions in the Appendix)
1.3.8 Given an appropriate preschool topic, you will construct bulletin boards and other specified visual aids in accordance with standards in the resources.	A. Read various booklets concerning the development of bulletin boards. B. Prepare a sample bulletin board on 8 x 11 typing paper. C. Have a class discussion on factors which make visual aids appealing to preschoolers. D. Prepare and demonstrate the use of one other type of visual aid: flannel graph, puppet, chart pictures, etc.	1.3.8 Construct a visual aid to be evaluated by a teacher and/or peer checklist. (Suggestions for items of evaluation in Appendix)

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilites of the Child Care Worker

Competency: 1.4 Recognizes own strengths and limitations as a child care worker

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
1.4.1 Given information concerning good grooming, health, clothing, habits, and personality characteristics you will summarize your individual characteristics.	A. Prepare a daily checksheet to use in the evaluation of personal grooming, health, and clothing habits. Check for two weeks. B. Prepare a poster or chart exhibiting personality characteristics which would lead to successful work relations C. Prepare a dress code you would consider important for a child care worker. D. Draw the trait tree as described in the Appendix and label your specific traits.	1.4.1 Write a paragraph summarizing your individual characteristics.
1.4.2 Given information concerning self-concept, you will analyze your own self-concept.	A. Determine your own strengths by listing 5 things you do well. B. Determine your own strengths and weaknesses by listing 5 things you would like to do better. C. View filmstrip, Shaping Your Identity, Guidance Associates.	1.4.2 Select one limitation and write all the ways you could strengthen yourself in this area.
1.4.3 Given the services provided by a child care worker, you will identify the traits of a successful child care worker.	A. Read Exploring Careers in Child Care, McKnight (1973) pp. 59-60. B. Identify the areas of personality an employer would examine for a Child Care worker.	1.4.3 List characteristics of a successful child care worker.

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilities of the Child Care Worker
Competency: 1.4 Recognizes own strengths and limitations as a child care worker

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.4.4 Given the abilities of a child care worker, you will identify other areas where child care training can be employed.	A. Have a class discussion of skills and abilities which may be helpful to child care workers. B. View filmstrip "Getting From Here To There," #4, Careers in Child Care and Youth Guidance, Butterick Publ. Co. C. Select one topic from the list found in the Appendix and write a paragraph telling how that topic can be applied in other areas of employment.	1.4.4 Write a short paper on "How My Child Care Training Will Help Prepare Me For the World of Work."

Task Area: 1.0 Displaying a Knowledge of Child Care Centers and Services and Responsibilites of the Child Care Worker

Competency: 1.5 Possesses a knowledge of the laws governing the child care centers and services

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
1.5.1 Given the importance of adequate child care facilities, you will read the state, local and federal regulations governing child care centers.	A. Read Day Care, Evans, Shank, and Weinstein, pp. 6-10 to get an overall view of major points for licensing. B. Scan the State Licensing Requirements for Day Care Centers. Find the purpose of licensing and the role of the licensing agency. C. Scan the State Fire and Health Dept. regulations. Note the areas to be inspected. D. Examine the forms in Day Care Center Enrichment Phases I & II, West Virginia Department of Welfare, to become familiar with the information required.	1.5.1 State the purpose of licensing child care centers.
1.5.2 Given a variety of child development centers, you will list the process for licensing child care facilities, as outlined in the resources.	A. Read Caring for Children, Draper & Draper, pp. 331-333, or Appendix B Procedures to Establish a Day Care Center in back of the State of West Virginia Licensing Requirements for Day Care Centers. B. Interview a licensed director/owner of child care center and find out the types of problems incurred when they established their center.	1.5.2 Prepare an outline showing steps involved in starting a child care center.

Appendix

5

LEARNING ACTIVITY
Objective 1.1.1

Activity B: Prepare a questionnaire intended to measure changes in society which affect child care needs according to the following guidelines.

It is very important that you participate in the development of a questionnaire intended to measure changes in society which affect child care needs. You should select the type of questionnaire that the largest number of you feel comfortable using. You may select to use open-ended questions such as the examples listed below. Or perhaps you would be more confident handling a multiple choice, forced choice, or true-false questionnaire.

Some of the suggested areas which you may want to explore with sample questions are listed below:

1. Transportation

   a) The farthest I ever went from home as a child was ____________________.
   b) As a child, our family traveled most by ____________________.
   c) When I was a child, most often our family went ____________________.

2. Communication

   a) To communicate with our closest neighbors, as a child we ____________.
   b) The communication resources in our home consisted of ________________
   ____.
   c) When we had a family problem we usually ____________________.

3. Family Relations

   a) Our family breadwinner at home was ____________________.
   b) My mother's role in our family was ____________________.
   c) I began assuming family responsibilities when ____________________.

4. Education

   a) The major discipline used in school was ____________________.
   b) I began school when ____________________.
   c) The school building I attended school was ____________________.

LEARNING ACTIVITY
Objective 1.1.3

Activity D: Complete an observation form similar to the one below before leaving the center.

Be sure to speak with the adult in charge when you arrive.

Observation Form

Name__________________ Date__________________

Name of Center__________________ Address of Center__________________

Name of Adult in charge__________________ Number of Adults Present__________

Number of Children Present__________ Time of Observation______to______

In your first five minutes, sketch a floor plan of the room in which you are visiting.

List some of the materials and equipment which you see in the room.

How many people does the center employ?________ List their occupations and the training required.

Where does the center get its funds for operation?

Are the children charged to attend the center? If so, how much?

LEARNING ACTIVITY
Objective 1.1.3

Activity D: (Continued)

What are the center's operating hours?

How many months yearly is the center in operation?

Describe the children you see (age, economic status, race, health, etc.)

What do you like best about this center?

What do you like least about this center?

Outline the activities you saw carried out while you visited the center.

Name ______________________________

LEARNING ACTIVITY
Objective 1.1.4

Activity C: Brainstorm questions that you would like to have answered by professionals concerning careers in child care according to the following guidelines.

While you are interested in seeing a career from the point of view of a person actively involved in that occupation, you may sometimes feel shy about asking questions to get the answers you really want. Often preparing questions before actually meeting a professional serves as an "ice breaker". A planned and prepared atmosphere will give you more confidence.

Some sample questions to get you involved may be:

1. Do you really like your job?
2. What do you like best about it?
3. What is the worst thing about it?
4. What training have you had?
5. What do you do?
6. How long a day do you work?
7. Where do you work?
8. What do you make in terms of salary?
9. How did you get the job?
10. What are your chances of advancement?
11. What is your title?
12. What is your working address?
13. How many workers are under your supervison?
14. How many supervisors do you have?

LEARNING ACTIVITY
Objective 1.2.2

Activity A: Prepare a list of questions to be administered to designated individuals in the community.

You should be aware of community resource people available in your own particular area. This is a very personal goal because of the wide range or difference in each geographic area concerning the availability and willingness of resource people. Since you may eventually be employed by these people, it is important that employers be impressed by your maturity and confidence. One way to make sure that this first experience is a positive one is by being prepared. A self-developed list of questions similar to the ones listed below may be particularly helpful.

1. What is your title? Where are you located?
2. What are your responsibilities?
3. What is your area of specialization?
4. As a child care worker, what sort of problems could you help me solve?
5. To whom do you go when you need help?
6. What is your working address? Phone number?

LEARNING ACTIVITY
Objective 1.3.1

Activity A: Participate in either "The Silent Puzzle Game" or the "Sender-Receiver Game".

The Silent Puzzle Game

The silent puzzle game is an experience used to create your awareness of the importance of communication. Form a circle around a large sheet of construction paper that has been cut into small, irregular shapes. When all pieces are correctly located, the pieces will form an 18 x 24 inch rectangle. The objective is to form an 18 x 24 inch rectangle by working as a group. However, no one may speak at any time during the working of the puzzle.

The Sender-Receiver Game

The sender-receiver game has been developed to aid you in making an evaluation of your own communication skills. Before the game can be played, you must find a partner. You need a chair, a box of crayons, and a blank sheet of typing paper. The chairs are placed so that you will sit with your back to your partner. One person is the sender; the other serves as receiver. The sender must communicate a message involving drawing geometric shapes on the typing paper with specific colors of crayons. The senders actually draw the design as they explain to the receiver what they are doing. The receivers--without asking questions--must draw a geometric design identical to the sender's. After completion, compare "identical" designs and discuss breakdowns.

EVALUATION
Objective 1.3.4

Evaluate a child care center's time schedule according to the following criteria:

	YES	NO
1. Was time allowed for children to make choices?		
2. Were there opportunities for each child to participate in small or large group activities as well as individual activities?		
3. Did the schedule allow a balance between quiet and strenuous activities?		
4. Were provisions made for sufficient clean up time?		
5. Were there opportunities for both indoor and outdoor activities?		

EVALUATION
Objective 1.3.7

Given a variety of audio-visual equipment, you will demonstrate the operation of frequently-used audio-visual equipment according to the following standards.

Audio-Visual Standards Checksheet

While the audio-visual equipment available will vary from school to school, and the standards of operation will vary , the following items should be checked.

1. Be able to recognize the pieces of equipment you have chosen to demonstrate by being able to select the audio-visual machines from a number of machines in a particular area. (Example: If you draw the 16 mm. projector to demonstrate, go to the 16 mm. projector instead of the overhead projector or a filmstrip projector when all three are located on a table.)

2. Be able to match the piece of equipment to the projection it uses. (Example: Select 16 mm. film to show in the 16 mm. projector if you have drawn the 16 mm. projector to demonstrate.)

3. Use safety rules concerning the use of the cord and the removal of hot bulbs.

4. Turn the machine on, adjust light, and control sound.

5. Focus projection or clarify as needed.

6. Diagnose common problems which occur during the use of common audio-visual machines.

7. Correct common problems which occur during the use of common audio-visual machines.

8. Store audio-visual machines properly.

9. Demonstrate the removal and replacement of a bulb.

10. Set up and use an audio-visual screen.

EVALUATION

Objective 1.3.8

Prepare a checksheet to be used when evaluating visual aids.

Checksheet for Visual Aid Evaluation

Some things to be considered when evaluating a visual aid are:

______ Neatness

______ Appropriateness to age group

______ Location at child's eye level

______ Location on child's mental level

______ Appealing to child's imagination

______ Colorful

______ Free of clutter

______ Creative

______ Encourages discussion

______ Inexpensive

______ Has a reason

______ Invites child particiaption in preparation

______ Free of too many words

______ Uses varied materials

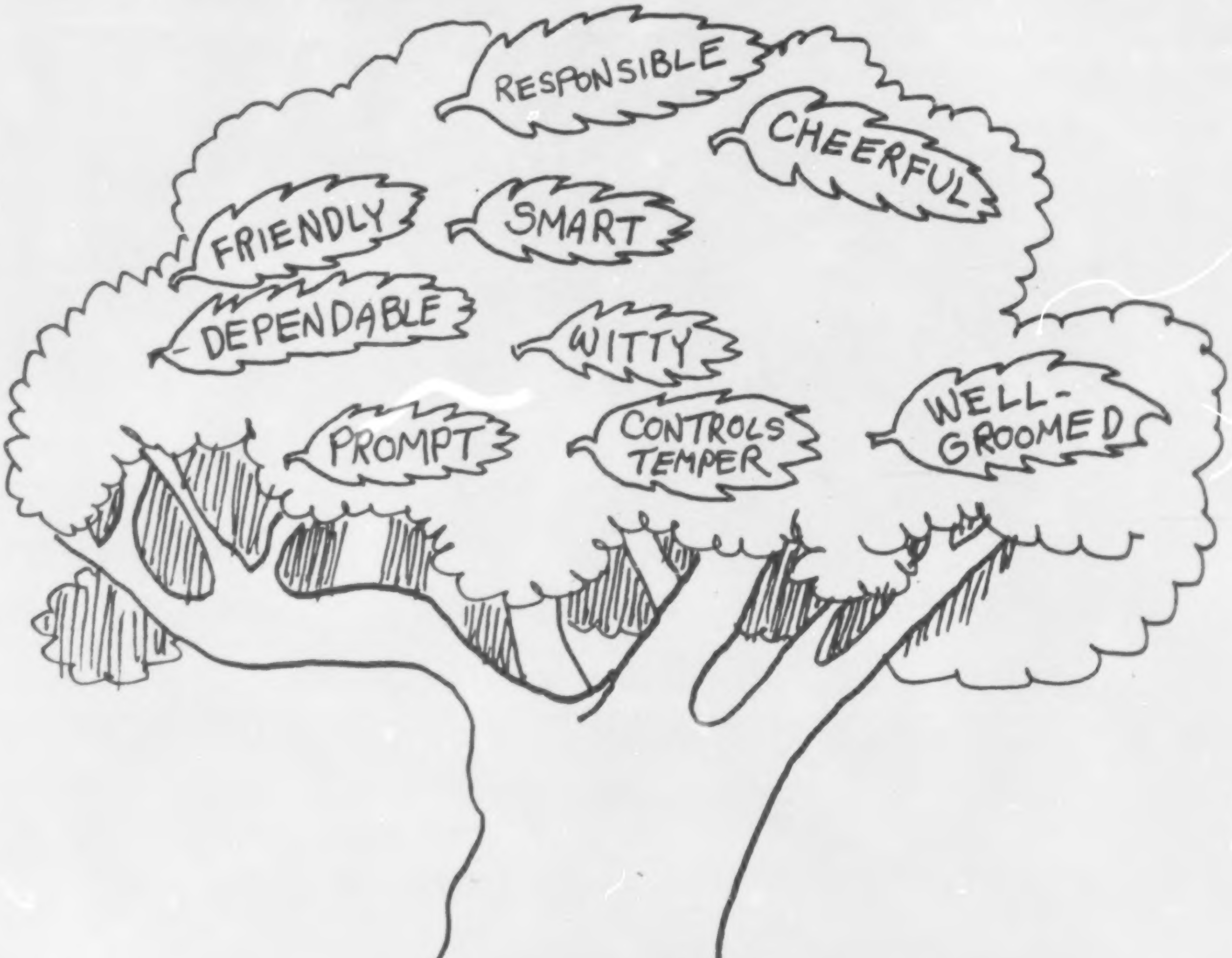
______ Simple and direct

LEARNING ACTIVITY
Objective 1.4.1

Activity D: Given information concerning good grooming, health, clothing, habits, and personality characteristics, you will summarize your own individual characteristics according to the guidelines in the resources.

Trait Tree

Determine your own strengths and prepare and label a leaf for each. The characteristics which are your strongest are placed at the top of the tree.


RESPONSIBLE
CHEERFUL
FRIENDLY
SMART
DEPENDABLE
WITTY
PROMPT
CONTROLS TEMPER
WELL-GROOMED

LEARNING ACTIVITY
Objective 1.4.4

ACTIVITY C: Given the abilities of a child care worker, you will identify other areas where child care training can be employed, as given in the resources.

Topics for Selection

1. Child care skills which could be applied in other areas (record keeping, care of infants and children, housekeeping, etc.)
2. Child care knowledge which could be applied in other areas. (For example: how to work with parents, prenatal and infant development, family relationships, elementary learning activities, etc.)
3. General business practices which could be used in other areas. (For example: interviewing, letter writing, preparing job applications, use of office machines, etc.)
4. Attitudes developed through child care classes which could be helpful in other areas. (For example: respect for individuality, appreciation of creativity, desire to succeed, need to complete tasks, etc.)

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SUPPLEMENTARY READING FOR STUDENTS
Task Area 1.0

1. "Boxes Are to Build...A Curriculum," Seefeldt, Carol; YOUNG CHILDREN, Oct., 1972.

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4. "Choosing the Best Preschool for Your Child," Brown, Cynthia; McCALL'S, 1973.

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6. "Elements of a Better School," Day, David; YOUNG CHILDREN, Nov. 1974.

7. "Family Day Care - A Valuable Alternative," Sale, Jane; YOUNG CHILDREN, April 1973.

8. FAMILY DAY CARE: ENRICHMENT STANDARDS - PHASE I & II, Division of Social Services, West Virginia Department of Welfare, Charleston, WV.

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10. HOUSING FOR EARLY CHILDHOOD EDUCATION, Sunderlin, Sylvia; Association for Childhood Education International, bulletin No. #22-A. 1968.

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12. "Kindergarten's Responsibility Toward Reading," Neter, Elizabeth; PORTFOLIO FOR KINDERGARTEN TEACHERS, leaflet No. 8, Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC. 20016.

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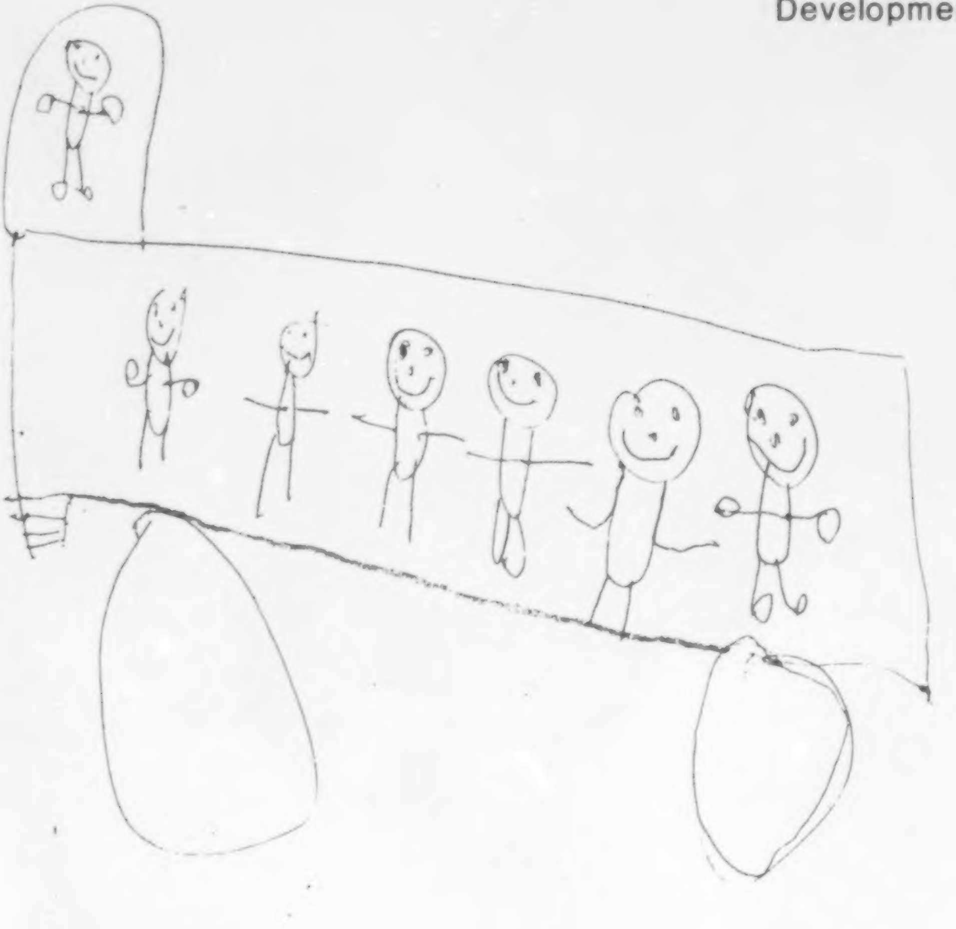
SUPPLEMENTARY READING FOR STUDENTS
Task Area 1.0 (Continued)

15. "Some Ways of Distinguishing a Good Early Childhood Program," National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC. 20009.

16. "Will a Day Care Center Be a Child Development Center?" Baumrind, Diana; YOUNG CHILDREN, February 1973.

Task Area 2.0

Advising Adults on Prenatal Development and Care



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- 2.4 Recognizes the importance of the emotional support, proper diet, physical activity, and clothing for the parent's and baby's well-being
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Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.1 Develops an understanding of parenthood

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.1.1 Given a family with a newborn baby, you will identify the responsibilities of the parents which will fulfill the child's emotional and physical needs according to the standards in the resources.	A. See the filmstrip, Beginning a Family, Parents' Magazine. B. Read Personal Adjustment, Marriage and Family Living, by Landis and Landis pp. 341-347, and/or Your Marriage and Family Living, by Paul H. Landis, pp. 349-353. C. Read "I Was an Unmotherly Mother-To-Be" in Parents' Magazine Expecting, p. 13, Fall, 1974. D. Write several paragraphs listing your views of the needed maturity of both parents to meet the child's emotional needs. E. Read Ch. 2, Preparing For the Baby" You and Your Baby by Rutherford, pp. 51-65. F. Read pp. 1-5 in Before and After Having Your Baby. Pamphlet by Enfamil. G. Read Child Growth and Development, by Hurlock, pp. 1-4. H. View filmstrip, New Responsibilities, New Strengths, Parents Magazine.	2.1.1 Write a paragraph listing the parents' responsibilities. Teacher and/or peer evaluation using the standards listed in the learning activities.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.1 Develops an understanding of parenthood

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.1.2 Given the responsibilities of the parents to the newborn, you will recognize changes in family relationships which result from the child's birth.	A. Write a brief paper proposing possible changes in family relationships and leisure time of family members as a result of the baby's birth. B. Have a panel discussion on changes that occur in family life styles as a result of a new baby. C. Interview the parents of a newborn baby to see how their family relationships, leisure time, and family budget have been effected. D. Read Child Growth and Development by Hurlock, Ch. 3. E. Read pp. 27-35 and 52-53 in The Developing Child by Brisbane. F. View any or all of the following filmstrips by Parents' Magazine: Opportunities for Self-Understanding, Love Takes on New Meaning, Differences Great and Small, Belonging to the Community. G. Read Married Life by Riker and Brisbane, pp. 217-219.	2.1.2 Participate in a class discussion on changing family relationships. Teacher and/or peer evaluation.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.1 Develops an understanding of parenthood

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.1.3 Given a family with a newborn baby, you will recognize the privileges associated with parenthood as given in the resources.	A. Survey new parents to learn what they feel are the privileges of parenthood. B. Role play a situation involving family with a newborn baby. C. Brainstorm the advantages of parenthood. D. View filmstrip, Expecting Versus Realities by Parents' Magazine.	2.1.3 Construct a poster or collage displaying the privileges of parenthood. Peer evaluation.
2.1.4 Using material available in the resources, you will describe the procedure, application questions, and cost for adoption.	A. Read Adoption of Children, by American Academy of Pediatrics, pp. 4-13. B. Interview a couple who has adopted children or invite a couple to class to hold a question-answer session. C. Read pamphlet You and Your Adopted Child, Public Affairs Pamphlet #274. D. Read "Who Are My Real Parents?", McCalls, May 1974, p. 53. E. Refer to appendix for general procedure for adopting through the Department of Welfare.	2.1.4 Write several paragraphs describing the procedure, application questions, and cost of adopting, according to the standards in the resources.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.1 Develops an understanding of parenthood

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.1.4 (continued)	F. View filmstrip, *Story of the Adoption Agency* from Exploring Careers in Child Care by McKnight. G. Read pamphlet, *Adopting Children: The Medical Aspect*, Dept. of HEW.	
2.1.5 Using the resource material, you will analyze the items included in a financial budget that covers hospital and medical fees and miscellaneous items accrued by pregnancy.	A. View filmstrip, *Beginning a Family*, Parents' Magazine. B. Read *Useful Facts for the Father-To-Be*, Mead Johnson and Co., pp.7-9. C. Read "How Much It Costs to Have a Baby Today", *Glamour*, Nov., 1974, p.92. D. Read *Child Growth and Development*, Hurlock, pp. 11-14. E. Examine the items composing the following categories: hospital and medical fees, and miscellaneous items accrued by pregnancy. Discuss with the class. F. Invite an insurance agent to talk to the class about maternity benefits available under most families' insurance policies.	2.1.5 Construct a bulletin board illustrating particulars to consider in a financial budget. Guidelines in Appendix. Teacher and/or peer evaluation.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.1 Develops an understanding of parenthood

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.1.5 (continued)	G. Given a case situation (a family with set income wants a third child, can they afford it?), approximate the cost of having and caring for a newborn. (Case study in Appendix) H. Read The Developing Child by Brisbane, pp. 44-45. I. View any or all of the following filmstrips from Parents' Magazine: Laying the Groundwork, Nine Months to Grow, Now There Are Three, Baby Begins To Grow.	

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.2 Recognizes the signs of pregnancy

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.2.1 Given information concerning signs of pregnancy, you will list the physical signs according to the standards in the resources.	A. Complete the pretest in the Appendix and check your answers with the resources in Activity B or C. B. Read pamphlet Prenatal Care, pp. 1-2 by Dept. of HEW. C. View filmstrip Preparation for Motherhood by Playtex. D. Read Instructions for Expectant Mothers, p. 6. A pamphlet by Mead Johnson. E. Read The Developing Child by Brisbane, p. 35.	2.2.1 List five physical signs of pregnancy. (See Appendix).
2.2.2 Provided with resource material, you will briefly describe the two common pregnancy tests, and tell what determines a positive outcome.	A. Have a resource person explain the two pregnancy tests and how a positive outcome is determined. (Refer to Appendix) B. Read Modern Women's Medical Encyclopedia by Fishbein, pp. 73 and 177 and/or Family Medical Encyclopedia by Better Homes and Gardens, pp. 341-342.	2.2.2 Complete a short matching worksheet on the common pregnancy tests and their outcomes. (Worksheet in Appendix).
2.2.3 Recognizing normal discomforts occuring during pregnancy, you will describe one way to relieve each discomfort.	A. Read "Some Common Complaints And What To Do About Them", Prenatal Care, HEW Publication No. 4, pp. 27-34. B. Obtain additional information on how to handle discomforts from the following sources: 1. Physician 2. Maternity Nurse	2.2.3 Chart a method of relieving several discomforts. (Sheet in Appendix lists discomforts) Peer evaluation.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.3 Understands the importance of adequate medical care during pregnancy

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.3.1 Given the necessary instruction, you will define the roles of general practitioner, and gynecologist-obstetrician and contrast their roles in prenatal care.	A. Have a physician or public health nurse explain the roles of the two doctors listed. B. Refer to a dictionary for definitions of these terms. C. Discuss with another class member, the statement: Both the general practitioner and gynecologist-obstetrician contribute to prenatal care, but they differ in the role they perform for the expectant mother. See Appendix for summary. D. Read Your First Pregnancy pp. 6-8, pamphlet by Life Cycle Library. E. Read Getting Married, pp. 22-23, pamphlet by Life Cycle Library.	2.3.1 Write a brief paragraph detailing the role of the two doctors involved in prenatal care. Guidelines for evaluation in Appendix.
2.3.2 Provided with a medical history form, you will recognize the various types of information needed to complete the forms for a doctor's use.	A. Read Prenatal Care, Health, Education and Welfare, No. 4, p. 3. B. Discuss terms covered on a medical history form and suggest one possible example under each. (See appendix for example and discussion on guidelines).	2.3.2 Make up a sample medical history form used by a doctor, using resources as a guideline. Fill out a form made up by another classmate.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.3 Understands the importance of adequate medical care during pregnancy

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.3.3 Given an outline of the doctor's initial examination, you will explain the parts of the general examination.	A. Read "What happens at the First Examination?", Prenatal Care, Health, Education and Welfare, No. 4, pp. 2-5. B. Invite a doctor to discuss with the class the first general examination and the information sought. C. Read Maternity Nursing, Bleier, pp. 50-51.	2.3.3 In small groups, discuss the doctor's first examination and list the purpose of the different parts of the exam.
2.3.4 Provided information concerning how to determine approximate delivery dates, you will calculate delivery dates for given examples.	A. Read Maternity Nursing, p. 50. B. Read "When Is The Baby Due?", Prenatal Care, p. 4. C. Read Child Growth and Development by Hurlock, p. 9.	2.3.4 Calculate the approximate delivery dates of the three menstrual periods dates listed in the Evaluation Quiz Form in the Appendix.
2.3.5 Presented with a complication which could affect the mother and/or the unborn child, you will define the problem and its symptoms and treatment as given in the resources.	A. Read "What Are The Complications of Pregnancy?", Prenatal Care, Health, Education and Welfare, No. 4, pp. 35-359. B. Ask a doctor or maternity nurse to describe the complications which could occur during pregnancy. Discuss their treatment. C. Read "Toxemia of Pregnancy", Modern Women's Medical Encyclopedia, Fishbein, p. 430.	2.3.5 Write a case study about a complication occurring during pregnancy. (Outline in Appendix for case study.)

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.3 Understands the importance of adequate medical care during pregnancy

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.3.5 (continued)	D. Read "Toxoplasmosis", McCalls , Nov. 1971, p. 56. E. Using a list of possible complications brainstorm symptoms, causes, and treatments. F. Read The Developing Child by Brisbane, p. 40. G. Do worksheet in Appendix using the following March of Dimes references: --Cooley's Anemia --Chromosome 21 and its Association with Down's Syndrome. --Facts About Sickle Cell Anemia --Tay-Sachs Disease --Genetic Counseling --Birth Defects: Questions and Answers --Rubella Robs the Cradle --Birth Defects H. Read the list of possible complications, and use it to brainstorm symptoms, causes, and treatments. See Appendix.	

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.3 Understands the importance of adequate medical care during pregnancy

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.3.6 Provided a brief explanation of the Rh disease, you will identify the combination of blood types which may present danger to the unborn child. Also, identify when and why this occurs and how it can be treated. (Use the standards in the resources).	A. Read Are You His/Her Type, March of Dimes. B. Read Prenatal Care, Health, Education and Welfare, No. 4, p. 38. C. Arrange with the Biology Department to check class blood types. Discuss your results with the class. D. Read Your First Pregnancy, pamhlet by Life Cycle Library, pp. 25-26. E. Read Modern Biology, Otto-Towle, pp. 592-593. F. Read "Rh Negative Mothers" and "RhoGam", Maternity Nursing, Bleier, pp. 102-103. G. Design a chart identifying combinations of blood types and possible dangers. H. Read Baby Book by Better Homes and Gardens, pp. 46-48. I. Read Baby and Child Care, by Spock, p. 552.	2.3.6 Participate in a class discussion to identify combination of blood types producing Rh disease. Talk about when and why it occurs and the method of treatment. Teacher will evaluate using the information in the Appendix.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.3 Understands the importance of adequate medical care during pregnancy

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.3.7 Using the resources, you will state examples of problems caused by tobacco, drugs, and veneral disease before and during pregnancy.	A. Read "For Your Unborn Baby's Sake Don't", Parents' Magazine Expecting, Winter 1974-75, p. 15. B. Read "The Importance of Prenatal Care", Forecast, October 1973, p. 50. C. Read Unprescribed Drugs and Birth Defects Prevention, March of Dimes. D. Read Prenatal Care, Health, Education and Welfare, No. 4, pp. 22-23. E. Make a comprehensive list of over-the-counter preparations. (Examples in the Appendix.) F. Discuss problems which you know have been caused by tobacco, drugs, or veneral disease. (Guidelines in the Appendix.)	2.3.7 List a problem resulting when each of the following is used before and during pregnancy: tobacco, drugs, and veneral disease. (Refer to Appendix.) Discuss your list with the class. Peer/Teacher evaluation.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.4 Recognizes the importance of emotional support, proper diet, physical activity and clothing for the parents' and baby's well-being

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.4.1 Given information you will recognize the relationship between the mother's physical and mental health through the trimesters of pregnancy.	A. See filmstrip Emotional Impact, Parents' Magazine. B. Read You and Your Baby, Rutherford, pp. 39-50. C. Read Child Growth and Development, Hurlock, pp. 6-8. D. Read Prenatal Care, Health, Education and Welfare, NO. 4, pp. 25-26. E. Read "I Was an Unmotherly Mother-To-Be", Parents Magazine Expecting, Fall, 1974, p. 13. F. Read Useful Facts for the Father-To-Be, Mead Johnson and Company, pp. 9-11. G. Interview expectant mothers to determine any relationships between physical and mental health.	2.4.1 Construct a paragraph showing how the physical changes in each trimester affect the mother's mental attitude. (Compare with teacher summary)
2.4.2 Provided resources, you will detail the possible fears of the father-to-be during his wife's pregnancy as given in the resources.	A. Read Useful Facts for the Father-To-Be, Mead Johnson and Company, pp. 12-13. B. Read Preparation for Childbirth (A Lamaze guide), Donna and Rodger Ewy, pp. 69-70.	2.4.2 Construct an audio-visual aid to illustrate fears experienced by the expectant father. (Suggestions for illustrations in the Appendix.) Peer evaluation.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.4 Recognizes the importance of emotional support, proper diet, physical activity and clothing for the parents' and baby's well-being.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.4.2 (continued)	C. Role play an expectant couple emphasizing fears an expectant father may have. D. Participate in a panel discussion on fears of an expectant father. (Guidelines in Appendix) E. View filmstrip What About Fathers, by Parents' Magazine. F. Read So You're Going to be a Father, pamphlet by Dept. of HEW. G. Review activities A and B from 2.4.1.	
2.4.3 Having analyzed a couple's mental attitude, you will formulate ways that they can foster mutual support.	A. Read Useful Facts for the Father-To-Be, pp. 11-12. B. Read Prenatal Care, p. 26. C. View filmstrip Communication: A Key to Growth, by Parents' Magazine. D. Develop unfinished sentences expressing ways that couples could assist each other and use these sentences to survey family and friends. (Examples for open-ended sentences in the Appendix.)	2.4.3 List 5 examples depicting how a husband and wife can work together during pregnancy. (Refer to the Appendix.) Teacher and/or peer evaluation.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.4 Recognizes the importance of emotional support, proper diet, physical activity and clothing for the parents' and baby's well-being

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.4.3 (continued)	E. Take the information gathered from the survey and categorize the two most common answers for each sentence. F. Review activities A and B from 2.4.1.	
2.4.4 Given information concerning the Daily Food Guide, you will list the four food groups, the number of servings recommended daily from each group, and four food sources of each.	A. Read Teen Guide to Homemaking, pp. 360-361 in Chapter 18. B. View Teen Guide to Homemaking, McGraw-Hill, p. 362, and develop a poster or collage which contains pictures of foods from each of the four food groups and label each according to the name of the group and the number of servings recommended daily. C. Read Be Good To Your Baby Before It Is Born, p. 8. D. Read Nutrition and Birth Defects Prevention. E. Read Prenatal Care, pp. 9-12.	2.4.4 List the four food groups, the number of servings recommended daily, and four food sources of each group. (Quiz form in Appendix). Teacher will evaluate the completed quiz form according to the resources listed in the learning activities.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.4 Recognizes the importance of emotional support, proper diet, physical activity and clothing for the parents' and baby's well-being.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.4.5 Provided information concerning food nutrients, you will list the five nutrients, give two functions of each, and give three food sources of each.	A. Read Teen Guide to Homemaking, pp. 364-373 in Chapter 18. B. Read Valuable Nutrients. (Summary in the Appendix.) C. Name five nutrients, give two functions of each, and three food sources of each. (Evaluation quiz form in the Appendix.)	2.4.5 Name 5 nutrients, give two functions of each, and three food sources of each. (Quiz form in the Appendix.) Teacher will evaluate the completed quiz form according to the resources listed in the learning activites.
2.4.6 Using resource materials dealing with the four food groups, nutrients in foods, and foods the pregnant woman should limit in her diet, you will chart and modify her diet to meet the needs of pregnancy.	A. Chart diet for three days and modify it to meet the needs of pregnancy. (Evaluation chart in Appendix.) B. View filmstrip Filling Food Needs by McGraw-Hill. C. Prepare a nutritious meal consisting of one serving from each of the four food groups, prepared in an appropriate manner for pregnancy, and eliminating foods which a pregnant woman should have rarely or never. (Summary for Meal Preparation in the Appendix.) D. Review activities C, D, E, from 2.4.4 and A & B from 2.4.5.	2.4.6 Complete chart (in Appendix)

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.4 Recognizes the importance of emotional support, proper diet, physical activity and clothing for the parents' and baby's well-being.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.4.7 Given resources concerning prenatal nutrition and its effects on the baby, you will relate the possible effects of poor prenatal nutrition with the baby's well-being.	A. View filmstrip #3, Healthy Mother, Healthy Baby, Parents' Magazine. B. Read Maternity Nursing, Bleier, pp. 55-56. C. Write a paragraph summarizing three possible effects of poor prenatal nutrition on the baby's well-being, as stated in the resources. D. Brainstorm effects of poor nutrition on the baby's health.	2.4.7 Write a paragraph summarizing three possible effects of poor prenatal nutrition on the baby's well-being, as stated in the resources. Teacher will evaluate the paragraph according to the resources listed in the learning activities.
2.4.8 Using the resource materials you will list (and give) appropriate procedures to follow for physical activities of the pregnant woman, especially during the last three months of pregnancy.	A. Read "Last Three Months" in You and Your Baby, p. 42. B. Read Prenatal Care, pp. 15-16. C. List five physical activities and one appropriate procedure to follow for each for the last three months of pregnancy. D. Interview a doctor or nurse to determine which physical activities are beneficial to the pregnant woman. E. List the physical needs of a pregnant woman. F. Make a list of physical activities of pregnant women.	2.4.8 List five physical activities and one appropriate procedure to follow for each of the last three months of pregnancy. (Quiz form in Appendix.) Teacher will evaluate the completed quiz form.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.4 Recognizes the importance of emotional support, proper diet, physical activity and clothing for the parents' and baby's well-being.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.4.9 Given both written and illustrated directions, you will demonstrate helpful exercises for a woman during and/or after pregnancy, explaining how it is performed as she demonstrated it, and tell what body area it aids (if possible), according to the standards in the resources.	A. Read You and Your Baby, pp. 43-47. B. Read Maternity Nursing, pp. 77-84. C. Read Prenatal Care, pp. 29-32, 58-60. D. Practice various exercises (listed and illustrated in the above learning activities) and then choose one to demonstrate to the class.	2.4.9 Demonstrate one helpful exercise, explain how it is performed, and tell what body area it aids. Class will evaluate the demonstrated performance and explanation of exercises using the Class Guideline form in the Appendix.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.5 Possesses a knowledge of the stages of growth and development of the unborn child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.5.1 Given information concerning fetal development, you will identify the months according to size, weight, and characteristic development of the embryo or fetus, according to the standards in the resources.	A. See film Have a Healthy Baby, State Film Library, Charleston, WV. (no charge). B. See filmstrip #2 A Time of Growth and Change, Parents' Magazine. C. Read You and Your Baby, pp. 12-26, or read the summary in the Appendix. D. Read As You Grow Up, pamphlet. E. Read Pregnancy in Anatomical Illustrations, pamphlet by Carnation Co., section 1 and 2. F. View Pamper's Poster #1, Baby's Prenatal Growth. G. View film The First Days of Life, by For Life, Inc. H. Read "Before Birth: How Does Your Baby Grow?", American Baby, Oct. 1974, pp. 44-46. I. Read Your First Pregnancy by Life Cycle Library, pp. 10-19.	2.5.1 Devise a game which includes size, weight, and characteristic development for each month listed. Teacher and/or peer evaluation. Suggestions in the Appendix.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.6 Develops an understanding of the fears and myths underlying pregnancy, labor and delivery

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.6.1 When presented with normal fears and nonfactual myths about pregnancy, labor and delivery, you will initiate methods to relieve these fears and give supported factual answers to the myths.	A. Carry out a class survey and collect student fears and questions about pregnancy, labor and delivery. B. Read "Old Wives' Tales", Expecting, Parents' Magazine, Winter 1974-75, pp. 27-28, 33 and 51, or read the summary in the Appendix. C. Read Child Growth and Development by Hurlock, pp. 8-9. D. Read Be Good to Your Baby Before It Is Born, March of Dimes, p. 12. E. Read "Your Feelings and The Family: in Prenatal Care, p. 25. F. Develop a TV or radio program aimed at relieving fears dealing with pregnancy.	2.6.1 Participate in a class discussion on methods to relieve fears and give factual answers to myths of pregnancy, labor and delivery. Teacher will evaluate the class discussion.
2.6.2 Using resources concerning the early signs of labor, you will accurately name each of the following and write a paragraph describing each: lightening, energy burst, and false labor pains.	A. Read "Advanced Signs of Labor" in You and Your Baby, pp. 66-67. B. Invite a woman who has experienced these occurrences to discuss them with the class. C. Read Pregnancy and You, a Public Affairs Pamphlet #482, p. 17.	2.6.2 Name each of the three early signs of labor and write a paragraph describing each. Teacher will evaluate the list of the 3 early signs of labor and written paragraphs according to the resources listed in the learning activities.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.6 Develops an understanding of the fears and myths underlying pregnancy, labor and delivery

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.6.3 Using resources concerning the signs of the start of labor, you will name each of the following and write a paragraph concerning each: "show", rupture of the membranes and regular contractions.	A. Read "Start of Labor" in You and Your Baby, pp. 67-68. B. Invite a doctor, nurse, mother, or father to speak on the signs of the start of labor. C. Read "Labor Begins" in Be Good To Your Baby Before It Is Born, p. 4. D. Read Pregnancy and You, Public Affairs Pamphlet #482, pp. 17-18. E. Read Baby Book by Better Homes and Gardens, pp. 66-69. F. Read Your First Pregnancy by Life Cycle Library, pp. 33-37. G. Interview new mothers and discuss the feelings they experienced at the start of labor.	2.6.3 Name each of the three signs of the start of labor and write a paragraph concerning each. Teacher will evaluate the list of the signs of the start of labor and the written paragraphs according to the resources listed in the learning activities.
2.6.4 Using information concerning signs of the start of labor and given a situation where a woman has had early signs of labor and is now starting labor, you will outline what items she has prepared for her trip to the hospital, when she should call the doctor, and her hospital admittance and final preparations.	A. Read "Going to the Hospital and What Happens" in Prenatal Care, pp. 41-43. B. View filmstrip #5 Preparing for Birth, Parents' Magazine. C. Read Child Growth and Development by Hurlock.	2.6.4 Outline the items prepared for the trip to the hospital, when the doctor should be called, hospital admittance, and final preparations of the patient for labor.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.6 Develops an understanding of the fears and myths underlying pregnancy, labor and delivery

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.6.4 (continued)	D. Tour the maternity floor, labor and delivery rooms of a local hospital. E. Role play the start of labor pains and an expectant mother's trip to the hospital.	2.6.4 (continued) (Learner Outline Form in the Appendix.) Teacher will evaluate the Completed Outline Form according to the resources listed in the learning activities.
2.6.5 Provided with information concerning the stages of labor (according to the Lamaze Method of childbirth) you will identify each stage, according to the standards in the resources.	A. Read Preparation for Childbirth, pp. 33-37, or read summary in the Appendix. B. Invite a doctor, nurse, mother or father to speak on the stages of labor. C. Read Your First Pregnancy by Life Cycle Library, pp. 34-37. D. Discuss the stages of labor according to the purpose, intensity of contractions during, length of contractions during and the intervals between contractions of each stage. E. Construct a bulletin board identifying the stages of labor. F. View film The First Two Weeks of Life by Pampers or A Baby Is Born or Emergency Childbirth by Dept. Public Health.	2.6.5 Make up a crossword puzzle using the stages of labor and body parts involved. Exchange crossword puzzles with another student and complete them.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.6 Develops an understanding of the fears and myths underlying pregnancy, labor and delivery

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.6.5 (continued)	G. See You and Your Baby by Rutherford, pp. 69-75 for visuals on stages of labor. H. Read Maternity Nursing by Bleier, pp. 119-120, 144-152.	
2.6.6 Given a discussion and outline dealing with prepared childbirth, you will summarize the following: the need for training for childbirth; the basics of the LaMaze Method of training; advantages of being trained for childbirth: and the four areas of training according to the LaMaze Method.	A. Read Preparation for Childbirth, pp. 11-16, or read summary in the Appendix. B. Invite a doctor, nurse, mother or father (who has been trained in Lamaze) to discuss preparation for childbirth with the class. C. Participate in a class discussion on preparation for childbirth. (Teacher Guideline in Appendix) D. Brainstorm advantages of being trained for childbirth. Consider common fears related to childbirth. E. Develop a chart showing the LaMaze Method of training.	2.6.6 Summarize: the need for training for childbirth; the basics of the LaMaze Method of training; three advantages of training for childbirth; and the four areas of training according to the LaMaze Method. Teacher will evaluate the summaries.
2.6.7 Given information concerning complications during birth, you will list and briefly explain each complication as stated in the resources.	A. Read Childbirth: "How Routine and Complicated Births are Handled", from Good Housekeeping Feb. 1974, p. 175.	2.6.7 List and briefly explain the complications during birth according to the standards in the resources. (See Appendix for evaluation guidelines.)

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.6 Develops an understanding of the fears and myths underlying pregnancy, labor and delivery

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.6.7 (continued)	B. Read Maternity Nursing by Bleier, pp. 164, 165, 20-22. C. Read Prenatal Care, pamphlet by Dept. of Health, Education, and Welfare, pp. 43-44, 39. D. Read Pregnancy and You, a Public Affairs Pamphlet #482, p. 19. E. Preparation for Childbirth by Ewy, pp. 183-185. F. Read So, You're Going to be a New Father, a pamphlet by Dept. of Health, Education and Welfare. Material under "Complications" section. G. Read Let's Talk About Your Premature Baby, pamphlet by Mead, Johnson, Enfamil.	
2.6.8 Presented material concerning anesthesias, you will identify the purpose of each as given in the resources.	A. Read Maternity Nursing, pp. 140-143 B. Discuss general and regional anesthesias. (See guidelines in Appendix.) C. Read Your First Pregnancy pamphlet by Life Cycle Library, p. 29-30.	2.6.8 State the purpose of the general and regional anesthesias. (See quiz in Appendix.)

Task Area: 2,0 Advising Adults on Prenatal Development and Care

Competency: 2.6 Develops an understanding of the fears and myths underlying pregnancy, labor and delivery

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
2.6.8 (continued)	D. Participate in a class discussion concerning anesthesia. E. Invite a doctor or nurse to class to speak about anesthesias.	

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.7 Recognizes the importance of postnatal care for the mother

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.7.1 After reading selected passages concerning postnatal care of the mother, you will research one of the following topics: rest, activity, and exercise of the mother; care of the episiotomy and perineum; care of the breasts; or methods of contraception.	A. Read "Postnatal Timetable" in Expecting, Parents' Magazine, Winter 1974-75, pp. 34, 36, 38, 51. B. Read Maternity Nursing, pp. 169-191. C. Participate in a class discussion of postnatal care from day of delivery. D. Read Your First Pregnancy, pamphlet by Life Cycle Library, pp. 38-39. E. Role play a situation involving the postnatal care of a mother. F. Make a list of postnatal mother's physical needs and wants. (For example the desire to get her figure back.)	2.7.1 Research and compile a paper on one of the following: rest, activity, and exercise of the mother; care of the episiotomy and perineum; care of the breasts; or methods of contraception. Teacher will evaluate the researched topic according to information listed in Learning Activities A and B, and the resources used by the learner.
2.7.2 Given a circumstance portraying a mother who had postpartum depression, you will suggest possible causes for this depression.	A. Read "First Baby Blues", in Mothers' Manual, Jan-Feb 1975, pp. 24-25. B. Invite a mother who experienced postpartum depression to speak on the circumstances and reasons for the depression. C. Read Maternity Nursing, pp. 178-179 D. Read Your First Pregnancy, pamphlet by Life Cycle Library, pp. 38-40.	2.7.2 Develop a list of possible solutions for postpartum depression. See Appendix for guidelines.

Task Area: 2.0 Advising Adults on Prenatal Development and Care

Competency: 2.7 Recognizes the importance of postnatal care for the mother

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
2.7.2 (continued)	E. Read "18-Month Blues", American Baby, May 1975, p. 9.	

Appendix

LEARNING ACTIVITY
Objective 2.1.4

Activity E: General procedure for adopting through the Department of Welfare in West Virginia.

Guidelines

1. Individual makes initial contact with agency.

2. Inquiry Form--completed by couple for agency use
   Includes: name, address, phone number
   ages of couple
   basic information on family
   age and sex of child desired to adopt

(Department of Welfare then places this form on a waiting list. Some areas of the state have no waiting list, therefore procedure starts immediately; other areas of the state have a waiting list three years old.)

3. Home Study by Department of Welfare Includes:

   A. Application form - information required:
      1. Financial status
      2. insurance coverage
      3. job and salary
      4. basic statistics
         a. height and weight of husband and wife
         b. hair color and complexion of both
         c. eye color
      5. family history
         a. ages of any other children
         b. information on husband's and wife's parents
         c. any previous marriages
      6. description of type of child desired to adopt
      7. questions such as "Why do you want to adopt" and "What do you consider unacceptable in the child you adopt (handicapped, mentally retarded, or other disadvantages).
   B. Birth certificate of husband and wife
   C. Marriage certificate
   D. Physical examination of both (in the last year)
   E. Informal photos of family (for agency files)

Learning Activity E: (continued)

F. Interviews by social worker (required number of times to get to know the family and their needs before placing a child):
  1. couple together at Welfare Office
  2. husband alone
  3. wife alone
  4. any children individually
  5. several visits to entire family

4. Trial Adoption - the period between placing the child with the family and the legal adoption when the case comes to court (minimum of six months required but can be longer if family or social worker determines so).

5. Adoption - case taken to court and child legally the responsibility of the new family.

Costs involved - legal fees only; this depends on local fees of lawyer the family chooses.

LEARNING ACTIVITY
Objective 2.1.5

Activity G: Given a case situation (a family with set income wants a third child, can they afford it?) approximate the cost of having and caring for a newborn.

Case Study

John and Mary have two children--John, age seven, and Heidi, age three. They would like another child.

John's yearly income is $8,650, and Mary's part-time work brings in about $2,500 a year.

Considering all their financial responsibilities--can they afford a third child now?

Mary usually has a difficult pregnancy with morning sickness and will have to give birth by Caesarian section.

Considering income, house payments or rent, utility payments, food, and cost of having and caring for the newborn, prepare a budget for Mary and John and decide if they can afford this child. Tell why this is possible or not possible.

Budget List

House Payment or Rent:

Car Payment:

Gasoline:

Utilities (electric, gas, water, telephone, TV cable, garbage):

Food:

Insurance Payments (life and health)

Doctor and Dental Expenses:

Clothing Costs:

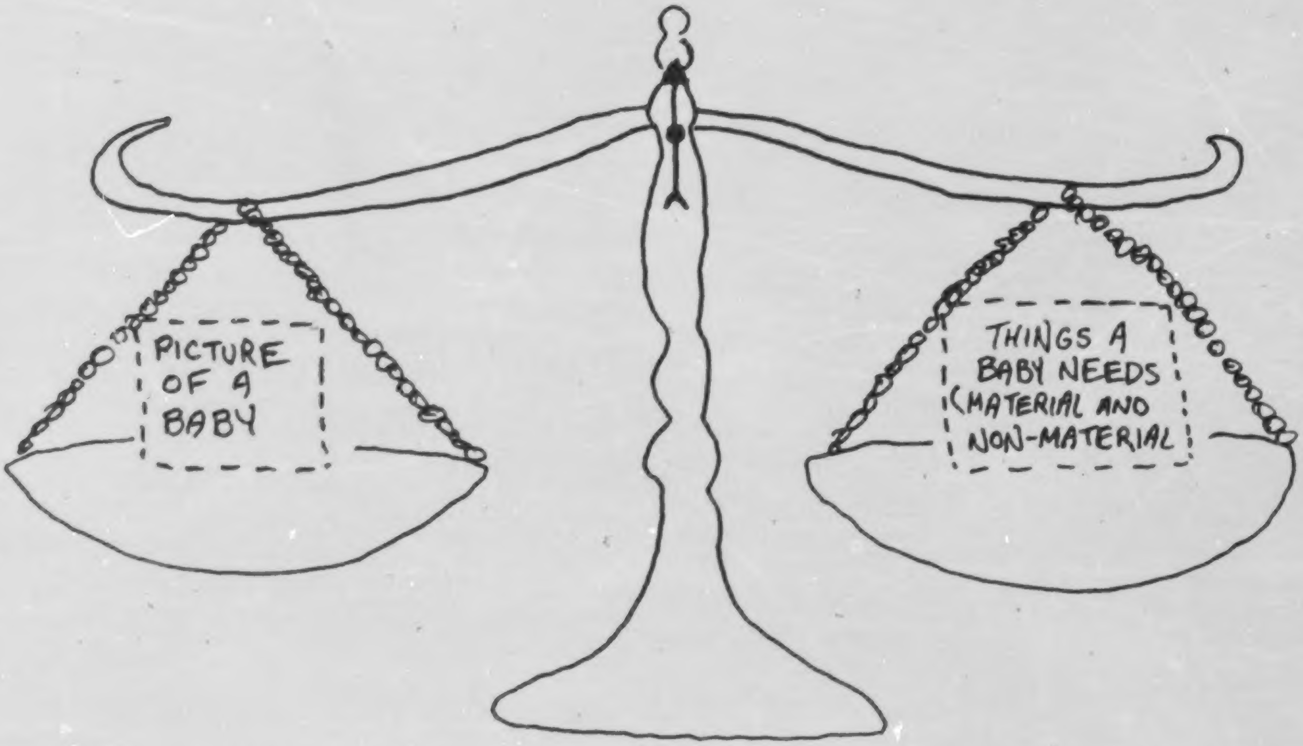
Other Payments (furniture, TV, appliances etc):

Charge Accounts (Sears, Wards, Penneys):

EVALUATION
Objective 2.1.5

Bulletin Board suggestion:

Title: The Financial Scale of Life


PICTURE OF A BABY
THINGS A BABY NEEDS (MATERIAL AND NON-MATERIAL

LEARNING ACTIVITY
Objective 2.2.1

Activity A: Complete the following pretest and check your answers with the resources in Activity B or C.

Pre-test

True-False

1. _____ Cessation of menstrual period always means pregnancy.

2. _____ A positive pregnancy test is a "positive sign" of pregnancy.

3. _____ "Morning sickness" refers to nausea and vomiting.

4. _____ A weight gain during pregnancy is really the enlargement of the uterus and baby.

5. _____ Nerves cause frequency of urination during pregnancy.

EVALUATION
Objective 2.2.2

Provided with resource material, briefly describe the two common pregnancy tests, and tell what determines a positive outcome as given in the resources.

QUIZ

Matching quiz based on information gathered from learning activities:

1. _____ Chronic gonadotrophin
2. _____ Immuno-Assay
3. _____ Womans' urine
4. _____ Aschheim-Zondek
5. _____ Positive outcome of tests

A. Used in both tests
B. Uses immature mice or rabbits
C. Uses a machine
D. Prescribed level of hormone
E. Secreted hormone

EVALUATION
Objective 2.2.3

Recognizing normal discomforts occurring during pregnancy, describe one way to relieve each discomfort according to the standards in the resources.

Evaluation Chart

Complete the following by describing the relief method for each discomfort without reference:

Discomfort	Relief Method
Tiredness	
Morning nausea and vomiting	
Constipation	
Shortness of breath	
Varicose Veins	

LEARNING ACTIVITY
Objective 2.3.1

Activity C: Discuss with another class member, the statement: Both the general practitioner and the gynecologist-obstetrician contribute to prenatal care, but they differ in the role they perform for the expectant mother.

Summary

Definitions for discussion:

General Practitioner:	Physicians who do not limit their practice to any medical specialty. Concerned with the mother's general health, they are a valuable source for information on the mother's past health problems.
Gynecologist-Obstetrician:	Medical and surgical specialists who deal with the functions and diseases peculiar to women. They check the expectant mother periodically, and deliver the baby. Also, the specialists will answer the parents' questions and offer encouragement.

Resource: Funk and Wagnalls Standard College Dictionary.

LEARNING ACTIVITY
Objective 2.3.2

Activity B: Discuss terms covered on a medical history form and suggest one possible example under each.

Medical History

Personal Data

Name________________________ Address________________________

Occupation________________________ Birthdate______________ Age_____

Husband's name____

Husband's occupation____

Chief Complaint____

____

Medical History

Positive (X) Negative (-)

Tumors of breast ______
Tumors of pelvis ______
Heart disease ______
Kidney disease ______
Hepatitis ______
Hypertension ______
Headaches ______
Pain, legs or chest ______
Tuberculosis ______
Thyroid Disease ______

Blood dyscrasias ______
Varicosities ______
Circulatory problems ______
Diabetes ______
Veneral Disease ______
Epilepsy ______
Visual disturbances ______
Edema, feet or hands ______
Mental illness ______
Other ______

Gynecological History

Date of last PAP smear____

Onset (age)__________ Frequency (how often)__________ Duration (no. of days)______

Number of pregnancies__________________

Number of living children__________________

Reasons for fetal death____

Complications of pregnancy____

____

Previous method of child spacing____

Method of child spacing preferred____

EVALUATION

Objective 2.3.4

Provided information concerning how to determine approximate delivery dates, calculate approximate delivery dates for given examples according to the standards in the resources.

Evaluation Quiz Form

Complete the following form according to the column heading.

First day of last menstrual period	Outline procedure followed	Approximate delivery date
June 10th		
September 20th		
January 7th		

LEARNING ACTIVITY
Objective 2.3.5

Activity G: Complete worksheet on Birth Defects.

1. One infant in every (14, 22, 35) in the U.S. is born with a birth defect.

2. This adds up to (70,000, 250,000, 35,000) per year.

3. Each year an estimated _______ babies are born with birth defects in this state.

4. One out of (11, 15, 25) girls in the U.S. has a baby before she is 18.

5. The chances of a mother giving birth to a low-weight infant are greatest when the mother is (under age 20, age 25 to 29, age 30 to 34).

6. In the first months after birth, the death rate, due to structural birth defects is (about the same, 7 times as high, 10 times as high) for the low birth weight infant as for the normal weight infant.

7. The frequency of low weight births is (slightly lower, about the same, much higher) among mothers who have had a little or no prenatal care than mothers who have had adequate prenatal care.

8. Each year an estimated (10,000, 100,000, 25,000) pregnancies in the U.S. run the risk of producing a baby with Rh blood disease.

9. Among the nations of the world, our country now ranks (1st, 8th, 16th) in prevention of infant deaths.

10. The rubella epidemic of 1964 caused an estimated 50,000 abnormal pregnancies in this country. To head off another epidemic, public health authorities recommend routine vaccination of (children aged 1 to puberty, pregnant women, teenage girls).

11. Which of the following is NOT a genetically caused birth defect: diabetes, sickle cell anemia, Tay-Sachs disease, spina bifida, PKU.

12. Who can get the following: Sickle Cell Anemia, Cooley's Anemia, Tay-Sachs Disease?

13. What combination causes the problem in pregnant women concerning the Rh factor?

14. What is a birth defect?

15. What is Fetology?

16. Explain Genetic Counseling and Heredity Clinics.

17. What is Rubella?

18. What is Down's Syndrome?

LEARNING ACTIVITY
Objective 2.3.5

Activity H: Summary of possible unborn child complications.

I. Miscarriage
   1. Definition: Birth of a baby before it is viable enough in the outside world, usually before the fifth month of pregnancy.
   2. Causes: Abnormalities of the egg or infant, glandular, and nutritional problems.
   3. Treatment: Notify doctor and complete bedrest.

II. Prolonged Vomiting
   1. Definition: A problem if it occurs suddenly after the third month of pregnancy.
   2. Symptoms: Severe vomiting and unable to keep fluids down.
   3. Causes: Virus or temporary intestinal upset; a high-strung person with serious personal or family worries.
   4. Treatment: Notify doctor at once and he will diagnose and treat the problem.

III. Urinary Infection
   1. Causes: During pregnancy, changes occur in the urinary tract that hinder proper drainage of urine and make it susceptible to infection.
   2. Symptoms: Burning on urination, urge to urinate more often, urine is cloudy or tinged with blood, and low-grade fever and chills.
   3. Treatment: Notify doctor immediately.

IV. Anemia
   1. Definition: A condition of the blood resulting from a reduction either in the number of red blood cells or the amount of hemoglobin.
   2. Causes: Loss of blood and lack of sufficient iron in the diet.
   3. Treatment: Eat foods high in iron and protein, such as lean meats, liver and eggs; take iron pills or capsules.

V. Premature Birth
   1. Definition: Birth of a baby weighing less than 5½ pounds.
   2. Causes: Malnutrition, chronic illness, twin pregnancies, syphilis, and toxemia.
   3. Symptoms: Crampy, labor-type, rhythmical, abdominal pains; sudden gush of water.
   4. Treatment: Notify doctor if bag of water breaks, because he may want to admit you to the hospital.

VI. Chronic Diseases
   1. Examples: Diabetes, rheumatic heart disease, kidney disease, tuberculosis, and syphilis.
   2. Symptoms: Based on individual disease.
   3. Treatment: Depends on individual, but good care and continuing medical supervison are very important.

LEARNING ACTIVITY
Objective 2.3.5

Activity H (continued)

VII. Rubella
   1. Definition: German or 3-day measles.
   2. Causes: Mother contact with disease.
   3. Results: Infant can be born blind, deaf, mentally retarded, mal-formed, and/or with defects of the heart or other organs.
   4. Treatment: Doctor examines baby regulary for any defects that might become apparent; isolate child since he is capable of spreading infection.

VIII. Birth Defects
   1. Definition: A disorder of the body structure, function or chemistry that is present at birth.
   2. Causes: 20% are inherited from one or both parents; 20% are environmentally caused by infections, drugs, radiation, etc., and 60% are due to the interaction of genetic and environmental influences.
   3. Treatment: Preventive vaccines, large-scale screening programs to identify the carriers or harmful genetic traits, genetic counseling, and good prenatal care.

IX. Toxemia
   1. Definition: Covers a series of conditions affecting women in pregnancy.
   2. Causes: Unknown
   3. Symptoms: Rapid weight gain, retention of fluids, severe headaches, dizziness, blurred vision, spots before eyes, changes in urine, and high blood pressure.
   4. Treatment: Visit doctor to check signs, and restrict salt in diet.

X. Toxoplasmosis
   1. Definition: A parasite that threatens alarming numbers of unborn babies with severe birth defects.
   2. Causes: Raw meat and the common house cat.
   3. Symptoms: Tired, feverish, viral infection, or the disease may be contacted without any obvious symptoms.
   4. Treatment: If a blood test reveals no antibodies, avoid raw or rare meat and cats.

Prenatal Care, Department of Health, Education and Welfare, 1971, pp. 35-39.
Rubella Robs the Cradle, pamphlet published by The National Foundation for the March of Dimes
Birth Defects: Questions and Answers, pamphlet published by The National Foundation for the March of Dimes.
"Toxoplasmosis," McCall's, November 1971, p. 56.

EVALUATION
Objective 2.3.5

Write a case study about a complication occurring during pregnancy.

Case Study Outline

I. Age of mother

II. Number of previous pregnancies

III. Complication
  a. description
  b. cause
  c. symptoms
  d. treatment

EVALUATION
Objective 2.3.6

Provided a brief explanation of the Rh disease, tell which combination of blood types may present danger to the unborn child. Also, identify when and why this occurs and how it can be treated. (Use the standards in the resources.)

Information Summarized from the Resources

Rh is an antigen floating on the blood cells. If this antigen is present, you are Rh positive. If not, you are Rh negative. To test for the Rh factor, human blood is mixed with an anti-Rh serum from a rabbit. If the blood clumps upon treatment, the result is Rh positive. If there is no reaction, the result is Rh negative.

Rh disease can result when an Rh-negative woman is impregnated by an Rh-positive man. The mother's body may develop an antibody which affects the baby's Rh positive blood cells.

Usually, the disease does not occur with the first baby. Rh incompatability may cause mental retardation, cogenital anemia, heart defects, and/or other birth defects.

A preventative measure is to inject the serum, Rhogam, into the Rh negative mother within seventy-two hours following the birth or miscarriage of each Rh positive child. This procedure will not work if the woman has already had a child with Rh disease, because harmful antibodies have already developed in her blood. If an infant is born with Rh disease, a blood transfusion can be given before or just after birth.

Are You His/Her Type, March of Dimes
Prenatal Care, Children's Bureau Publication No. 4, p. 38.

LEARNING ACTIVITY
Objective 2.3.7

Activity E: Make a comprehensive list of over-the-counter preparations.

Examples of Over-the-counter Preparations

1. vitamins
2. aspirin
3. tranquilizers
4. sleeping pills
5. digestive aids
6. laxatives

LEARNING ACTIVITY
Objective 2.3.7

Activity F: Discuss problems which you know have been caused by tobacco, drugs, or venereal disease.

Points for discussion:

1. Factual material--give examples of individuals who have experienced problems due to tobacco, drugs, alcohol, venereal disease.
2. Never to late to stop. Does it help to quit smoking or taking drugs if you are pregnant? The risk will decrease as the amount is reduced.
3. What are some methods to decrease consumption or stop smoking?
4 What types of drugs are most harmful?
5. Where can you find help for a problem--community agencies, etc.?
6. Is immediate treatment important for venereal disease? Effect on your health as well as unborn baby's.
7. What birth defects may be caused by drugs, etc.? Mother's feelings about possible defects?
8. What damage to the mother's health may result from drugs, etc.?

EVALUATION

Objective 2.3.7 Using the resources, delineate examples of problems caused by tobacco, drugs and venereal diseases during pregnancy according to the standards in the resources.

Learner Quiz

List one problem caused by each of the following:

HABIT	PROBLEM
Tobacco	
Drugs	
Venereal Disease	
Alcohol	

LEARNING ACTIVITY
Objective 2.4.2

Activity D: Participate in a panel discussion on fears of an expectant father.

Guidelines

Points for discussion

Fears encountered by the husband:

1. Dread new responsibilities
2. Financial concerns
3. Uncertainty about new lifestyle
4. Fear divided attention
5. Anxiety over sexual relations
6. Questions about his role during wife's labor and delivery

Resource: Useful Facts for the Father-To-Be, Mead Johnson and Company, pp. 12-13.

EVALUATION

Objective 2.4.2 Provided resources, you will detail the fears of a husband during his wife's pregnancy, as given in the resources.

Suggestions for Illustrations

1. Cartoons
2. Story
3. Chart
4. Bulletin Board
5. Poster
6. Booklet

LEARNING ACTIVITY
Objective 2.4.3

Activity D: Develop unfinished sentences expressing ways that couples could assist each other and use these sentences to survey family and friends.

Sample Unfinished Sentences

1. Pregnancy affects...
2. Wives worry about...
3. Husbands fear...
4. Couples work together to...
5. Couples should plan...
6. Relaxation helps to...
7. Husbands should help...
8. Husbands encourage their wives when...
9. Work out difficulties by...
10. Happiness is...

Encourage students to construct their own unfinished sentences.

EVALUATION
Objective 2.4.3

Examples of Ways a Couple Can Foster Mutual Support

Husband

1. Give sympathy
2. Show philosophical acceptance of situation
3. Be aware of wife's moods and concerns
4. Treat her feelings seriously
5. Avoid kidding, "logical" argument, indifference, and belittling
6. Be patient and understanding
7. Assist with children and housework
8. Encourage wife to watch diet and exercise
9. Reassure her about changing silhouette
10. Plan recreational activities, such as a walk, drive, movie, or dinner.

Wife

1. Discuss his fears and feelings
2. Plan budget with husband
3. Avoid complaining
4. Watch personal appearance
5. Report findings from doctor's visits, reading material, prenatal classes, etc

Resources: You and Your Baby, Rutherford, M.D., pp. 39-50.
Useful Facts for the Father-To-Be, Mead Johnson and Co., pp. 11-12.
Prenatal Care, Children's Bureau Publication No. 4, p. 26.
When You Marry, Devall-Hill, pp. 282-4.

EVALUATION

Objective 2.4.4 Given information concerning the Daily Food Guide, list the four food groups, the number of servings recommended daily from each group, and four food sources of each, as given in the resources.

Quiz Form

Complete the following form according to the column heading:		
Food Group	Number Of Servings Recommended Daily	Four Good Food Sources For Each Food Group
1.		1. 2. 3. 4.
2.		1. 2. 3. 4.
3.		1. 2. 3. 4.
4.		1. 2. 3. 4.

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LEARNING ACTIVITY
Objective 2.4.5

Activity B: Read Valuable Nutrients

VALUABLE NUTRIENTS

Nutrients	Function	Food Source
Proteins	The essential component of all living cells. Build, maintain and repair all body tissue. Supply energy. Help form antibodies to fight infection. Form important part of enzymes, hormones and body fluids.	Top-quality proteins: lean meats, poultry, fish, eggs, milk, and cheese. Next best quality: dried beans and peas, nuts. Lower quality: cereals, breads, vegetables, and fruit.
Fats	Supply energy in compact form (weight for weight, supply twice as much energy as carbohydrates); some, mainly vegetable oils, supply fatty acids, which help keep skin smooth and healthy. Help the body use other nutrients; act as a carrier for vitamins A, D, E, and K.	Butter, margarine, cooking fats and oils, salad oils and dressings, fat meats.
Carbohydrates	Supply energy. Help the body use fats effectively.	Starches: bread, cereals, corn, potatoes, rice, spaghetti, macaroni, noodles. Sugars: honey, molasses, syrups, jellies, jam. Fruits: dried, sweetened, fresh.
Minerals	Various minerals aid various body functions. (A few are listed below.)	(Food sources for the various minerals are listed below.)
Calcium	Builds bones and teeth. Helps blood to clot. Helps muscles, nerves, and heart to function properly.	Milk (all types), ice cream, green leafy vegetables.

LEARNING ACTIVITY
Objective 2.4.5

Activity B: (continued)

Nutrients	Function	Food Source
Minerals (cont.) Iron	Combines with protein to make hemoglobin, the red substances in the blood that carries oxygen to all the body cell.	Lean meats, liver, egg yolks, dark green leafy vegetables, dried fruits.
Iodine	Helps thyroid gland function properly by manufacturing the hormone thyroxine that regulates body metabolism.	salt-water fish, shellfish, iodized salt.
Vitamins	Helps regulate body processes in various ways. (A few vitamins are listed below.)	(Food sources for the various vitamins are listed below.)
Vitamin C	Strengthens blood vessel walls. Helps resist infection. Helps in more rapid healing of wounds.	Citrus fruits, berries, cantaloupe.
Vitamin B	Helps keep your appetite and digestion normal, your nervous system healthy, and your skin smooth.	Lean meats, fish, enriched breads and cereals.
Vitamin D	Helps body calcium and phosphorous to build strong bones and teeth.	Fish liver oils, vitamin D-fortified milk.

EVALUATION

Objective 2.4.5 Provided information concerning food nutrients, list the five nutrients, give two functions of each, and give three sources of each, as given in the resources.

Quiz Form

Complete the following form according to the column heading.

Nutrient	Function	Good Food Source
1.	1.	1.
	2.	2.
		3.
2.	1.	1.
	2.	2.
		3.
3.	1.	1.
	2.	2.
		3.
4.	1.	1.
	2.	2.
		3.
5.	1.	1.
	2.	2.
		3.

5

LEARNING ACTIVITY
Objective 2.4.6

Activity C: Prepare a nutritious meal consisting of one serving from each of the four food groups, prepared in an appropriate manner for pregnancy, and eliminate foods which a pregnant woman should have either rarely or never.

Summary for Meal Preparation

1. The meal should consist of one serving from each of the following food groups:

    a) Milk
    b) Meat
    c) Fruit and vegetable
    d) Bread and cereal

2. The foods prepared should not be fried.

3. The foods prepared should not contain or consist of:

    a) Potato chips, crackers, pretzels
    b) Sodas or soft drinks with sugar
    c) Candy, cake, pie, or doughnuts
    d) Pancakes and syrup
    e) Beer, wine or any other alcoholic beverages
    f) Nuts and whipped cream
    g) Catsup, mustard

Be Good to Your Baby Before It Is Born, pamphlet from The National Foundation for the March of Dimes, p. 8.
Nutrition and Birth Defects Prevention, pamphlet from The National Foundation for the March of Dimes.

EVALUATION

Objective 2.4.6 Using resources materials dealing with the four food groups, nutrients in foods, and what foods the pregnant woman should limit in her diet, chart and modify her diet to meet the needs of pregnancy, according to the standards in the resources.

Learner Evaluation Chart

Complete the following chart according to the column headings and questions asked using her food consumptions for three consecutive days as a guideline. One chart will need to be completed for each day.

Column	1	2				
Day	Foods Consumed (in servings)	High nutritive value of the food	Group the food is placed under			
			Milk	Meat	Fruit & Vegetable	Bread & Cereal
		Total number of servings consumed in each group.				

Questions

If pregnant, what food group should you consume more of? Place the number under the Food Group column.

If preganant, what food group should you consume less of? Place a minus (-) sign and the number of servings under the Food Group column.

EVALUATION

Objective 2.4.8 Using resource materials, list and give appropriate procedures to follow for physical activities of the pregnant woman, especially during the last three months of pregnancy, as given in the resources.

Quiz Form

Complete the following form according to the column heading.

Physical Activity	Appropriate Procedure
1.	1.
2.	2.
3.	3.
4.	4.

EVALUATION

Objective 2.4.9 Given both written and illustrated directions, demonstrate helpful exercises for a woman during and/or after pregnancy, explaining how it is performed as she demonstrates it, and tell what body area it aids, if possible, according to the standards in the resources.

Class Guideline Form for Acceptable Performance of Exercises

Each class member will complete one form listing each demonstration according to the column heading.

Person giving the demonstration	Type of exercise Prenatal Postnatal	Mastery of skill				Explanation of procedure and use			
		Ex.	Good	Fair	Poor	Ex.	Good	Fair	Poor

LEARNING ACTIVITY
Objective 2.5.1

Activity C: Read You and Your Baby, Frederick W. Rutherford, M.D., pp. 12-26.

Following is a summary of the developmental stages of the embryo or fetus:

Fourth Week (22-28 days)

1. The embryo has implanted itself in the uterine wall and is barely visible to the naked eye.
2. The head is beginning to develop and signs of where the mouth, nose, and upper and lower jaws will be seen.
3. The primitive heart of the embryo is very prominent, being nine times as large as the adult heart in proportion to the embryo size.
4. The embryo needs this heart to pump the blood supply.
5. Arm and leg buds will begin to show between the 26th and 28th days.

Fifth Week (29-35 days)

1. The embryo is about 1/3 of an inch long and will grow about 1/4 of an inch in the next week.
2. The head is still the largest feature, about 1/3 the total length.
3. Eyes are forming rapidly now.
4. Structure of the head end are forming much faster than at the lower end.
5. Hands are beginning to show as bumps.
6. The heart is now two-chambered, with more responsibility on it.
7. The skeleton is forming, but is still cartilage.

Ninth and Tenth Weeks: The embryo is now called a fetus

1. The fetus reaches the weight of half an ounce, becomes 1 1/2 inches in length, and all facial features are formed.
2. The nerve-muscle communication improves greatly. The fetus now moves on its own and develops a sensitivity to touch.

Third Month (twelfth week)

1. The fetus weighs 2 ounces or more and has grown to three inches in length.
2. The skeleton is now formed, but continues growing from the center of the bone tissue outward.
3. Genital organs now show.

Fourth Month (sixteenth week)

1. The fetus grows from 3 inches to approximately 6 inches in length.
2. Weight increases from 4 ounces to 6 ounces.
3. A fine growth of hair forms.
4. The fetus becomes quite active now.

LEARNING ACTIVITY
Objective 2.5.1

Activity C: (continued)

Fifth Month (twentieth week)

1. Fetus grows from 10 to 12 inches in length.
2. Weight increase to about one (1) pound.
3. The skeleton is hard now.
4. The fetus does quite a bit of kicking and turning now.
5. The fetus practices such things as sucking his thumb, scratching itself, or going through the crying motions.

Ninth Month (full-term fetus)

1. The fetus gains several pounds and at birth weighs 7 to 7 1/2 pounds.
2. The fetus has developed in nine months from 1 cell to over 200 billion cells.
3. The fetus has everything essential for survival in the outside world and is ready to be born.

Visual Masters on Human Embryology, J. Weston Walch, Publisher, pp. 7-10.
You and Your Baby, Frederick W. Rutherford, M.D., pp. 12-26.

EVALUATION

Objective 2.5.1 Given information concerning fetal development, identify the months according to size, weight, and characteristic development of the embryo or fetus, according to the standards in the resources.

Guideline for Games

The following is a possible list of games to consider for development.

1. Crossword Puzzle
2. Cards
3. Question and Answer
4. Monopoly
5. Word Scramble
6. Bingo

LEARNING ACTIVITY
Objective 2.6.1

Activity B: Read "Old Wives' Tales", Expecting, Parents' Magazine, Winter 1974-75, pp. 27-28, 33, and 51

Summary

Below are listed the myths surrounding pregnancy, labor and delivery, and factual answers as found in the stated resources. Many others may be found in other resources.

Myth	Factual Answers
1. If a pregnant woman has a frightening experience, her baby will be marked.	Birth marks are not caused by frightening experiences.
2. The baby will be happy and congenial if the mother maintains a happy disposition throughout pregnancy.	A baby's temperament is determined pretty much at the moment of conception and later by his/her environmental influences.
3. The sex of the unborn baby can be determined by the way the mother "carries".	There is only one accurate way to determine the unborn baby's sex. It is amniocentesis, an extremely delicate medical procedure, performed only if a birth defect is suspected. It is not performed to satisfy parental curiosity.
4. If boy (girl) babies run in the family, an expectant couple will probably have a boy (girl).	There is no truth to the myth that some couples are inclined to have boys and others girls. It is purely a matter of chance, and each pregnancy has a fifty-fifty chance of producing one sex as opposed to the other.
5. The mother-to-be must eat for two.	This is half-truth. The mother-to-be does eat for two, but the emphasis should be on eating the right foods, not an exorbitant amount of foods full of empty calories.
6. A pregnant woman can assure an easier delivery if she has a small baby, thus she should eat lightly.	A baby's size is influenced by heredity, race, age and health of the mother, and socioeconomic background of both parents, as well as what the mother-to-be eats. Eating lightly, especially of the wrong foods, may deprive the baby of needed nutrients for proper growth and development.

LEARNING ACTIVITY
Objective 2.6.1

Activity B: (continued)

	Myth	Factual Answers
7.	If a pregnant woman stretches her arms above her head, the umbilical cord will become knotted around the baby's neck.	There is no truth to this superstition. The baby is very active and maneuvers around the umbilical cord for months without entangling itself tightly due to the fluid the baby floats in.
8.	Engaging in sports during pregnancy is dangerous for the mother and the unborn baby.	The pregnant woman can engage in almost any activity she is already accustomed to--provided she does not overtire herself. However, consult your doctor before continuing with any sport, and before beginning a new or unusual activity.
9.	Tub bathing is taboo during pregnancy.	Water does not carry infection to the baby. Caution should be taken when getting in and out of the tub because the large uterus may upset the woman's balance. A bathmat should be used.
10.	For every child, a tooth is lost.	The baby does not take calcium from the mother's teeth. It happens that the cavity-prone years and childbearing years coincide. See the dentist early in pregnancy and tell him you are pregnant.
11.	Women with small breasts cannot produce enough milk for successful breast feeding.	Breast size has no relationship to the amount of milk produced. Milk producing tissue within , proper diet, fluid intake, and a positive relaxed approach will ensure almost every woman of successful breast feeding if she so desires.
12.	Breast feeding prevents pregnancy.	Breast feeding delays onset of menstruation, but it is not a foolproof means of birth control.

EVALUATION

Objective 2.6.4 Using information concerning signs of the start of labor and given a situation where a woman has had early signs of labor and is now starting labor, you will outline what items she has prepared for her trip to the hospital, when she should call the doctor, and her hospital admittance and final preparations of the patient for labor, according to the standards in the resources.

Outline Form

Complete the following form according to the column.

Questions (taken from the objective)	Outline
What items should the woman prepare to take on her trip to the hospital? (List as many as you can think of.)	
When should the doctor be called?	
What will be the general procedures followed for hospital admittance and final preparation of the patient for labor?	

LEARNING ACTIVITY
Objective 2.6.5

Activity A: Read Preparation for Childbirth, Donna and Rodger Ewy, pp. 33-37.

Summary

Given below is a summary of the four stages of labor according to the LaMaze Method of childbirth.

1. Effacement

   a) The thick elastic walls of the cervix (lower part of the uterus) must be thinned before the cervix can start its functions of opening wider. This happens during the first stages of effacement.
   b) Contractions at this time are relatively weak, lasting 30-60 seconds, with intervals between contractions from 5-20 minutes.

2. Dilation

   a) This word means opening up, and the contractions during this stage widen the cervix so that the baby's head may pass into the birth canal, 0-7 centimeter.
   b) Contractions at this time are stronger but controllabe. They last about 1 minute (60 seconds), with intervals between contractions of 1 to 3 minutes.

3. Transition

   a) During this stage the cervix continues to open from 7 to 10 centimeters and the baby is pushed down into the birth canal.
   b) Contractions at this time are quite intense and it takes a lot of concentration to control your response to them. They last 1 to 1½ minutes and they are erratic, sometimes less than a minute apart.
   c) It is very wise to remember that this time of labor is the shortest stage, sometimes lasting 5 to 10 minutes, and seldom lasting longer than 20 to 30 minutes.

4. Expulsion

   a) This stage serves to expel the baby from the birth canal into the world. It is the one which takes a lot of work, but which yields the greates sense of accomplishment.
   b) Contractions are about 60 seconds long and will have intervals from about 1 to 3 minutes apart.

If other texts are used as resources, the above first three stages of labor may be included under the first stage of labor, while the last (expulsion) may be included in the second stage of labor, and the third stage of labor and delivery will be the delivery of the placenta.

LEARNING ACTIVITY
Objective 2.6.6

Activity A: Read Preparation for Childbirth, Donna and Roger Ewy, pp. 11-16.

Activity C: Participate in a class discussion on preparation for childbirth.

Summary and Guideline

Summarize the four areas listed in the objective according to the information given through the Learning Activities.

Why is there a need for training for childbirth?

Although childbirth is a normal and natural process, it is also an intense and challenging experience. A woman who is not prepared for labor and delivery will likely find it a frustrating and unsatisfactory experience. The trained woman is able to approach labor and delivery with a positive attitute because she understands each aspect and is able to deal effectively and constructively with the events as they happen.

What is the LaMaze Method?

Basically, the LaMaze Method prepares a woman emotionally, intellectually, psychologically, and physically for childbirth.

Emotionally: She approaches childbirth with a positive attitute.
Intellectually: She is aware of the mechanics of labor and delivery, and she knows how to work with the functions of her body.
Psychologically: She is prepared to deal with and respond to the challenging experience before her.
Physically: She is equipped with techniques for coping with the demands of childbirth.

The LaMaze Method is based on Pavlov's principle of conditioned response, a theory that the brain can be trained to accept and analyze a given stimulus, and select a response to it.

What are the advantages of prepared childbirth?

1. The woman assumes an active role in one of the most creative events of her life.
2. She approaches childbirth with confidence and knowledge, and maintains control and dignity throughout her labor.
3. She experiences childbirth as a dignified and fulfilling experience.
4. The father enjoys a unique and beautiful experience by being actively involved.
5. Sharing the experience promotes mutual closeness and appreciation.

LEARNING ACTIVITY
Objective 2.6.6

Activities A and C: (continued)

What are the areas of training under the LaMaze Method?

1. Training to understand the physical workings of the body and its function during labor and delivery.
2. Conditioning of the brain to respond to commands for total relaxation of muscles.
3. Training and practice of several breathing patterns used during the four stages of labor.
4. Training and practice of exercises to prepare muscles for childbirth.

Preparation for Childbirth, Donna and Roger Ewy, pp. 11-16.

EVALUATION
Objective 2.6.7

Guideline for Evaluation

Use the following as a guideline for evaluating the objective.

1. Premature birth
2. Caesarean birth
3. Breech birth

EVALUATION

Objective 2.6.8 Presented with material concerning anesthesias, you will identify the purpose of each as given in the resources.

Quiz Form

Answer the following questions concerning anesthesias.

1. What is the purpose of an anesthesia during delivery?

2. Name the two types of anesthisias.

   A.

   B.

3. At what stage in labor are anesthesias administered?

4. With a (general, regional) anesthesia the woman is unconscious. (Underline the correct answer)

5. With a (general, regional) anesthesia the woman is awake to see her baby born. (Underline the correct answer)

6. Does the regional anesthesia reach the circulatory system of the baby? (Answer this with a Yes or No)

EVALUATION
Objective 2.7.2 Given a circumstance portraying a mother who had postpartum depression, you will suggest possible causes for this depression according to the standards in the resources.

Guidelines

The following points should be covered in the class discussion on postpartum depression and applied to the circumstances of the mothers in Learning Activities A and B.

1. Shifting of attention from the mother to the newborn baby.
2. Doubt and inadequate feelings about caring for the baby.
3. Worry about the husband's attitute toward the baby.
4. Worry and concern about the welfare of older children at home.
5. Anxiety toward new responsibilities due to a tired, worn-out feelings from the months of pregnancy and hours of labor.

Resource: Maternity Nursing, Bleier, pp. 178-179.

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SUPPLEMENTARY READING FOR STUDENTS
Task Area 2.0

1. ADOPTION AND AFTER, Louise Raymond; Harper and Row, New York, NY. 1955.

2. ADVENTURING IN ADOPTION, Lee M. Brooks and Evelyn C. Brooks; The University of North Carolina Press, Chapel Hill, NC. 1946.

3. C/SEC NEWSLETTER on Cesarean Birth, send stamped addressed envelope to C/SEC, 18 Maynard St., Dedham, MA. 02026.

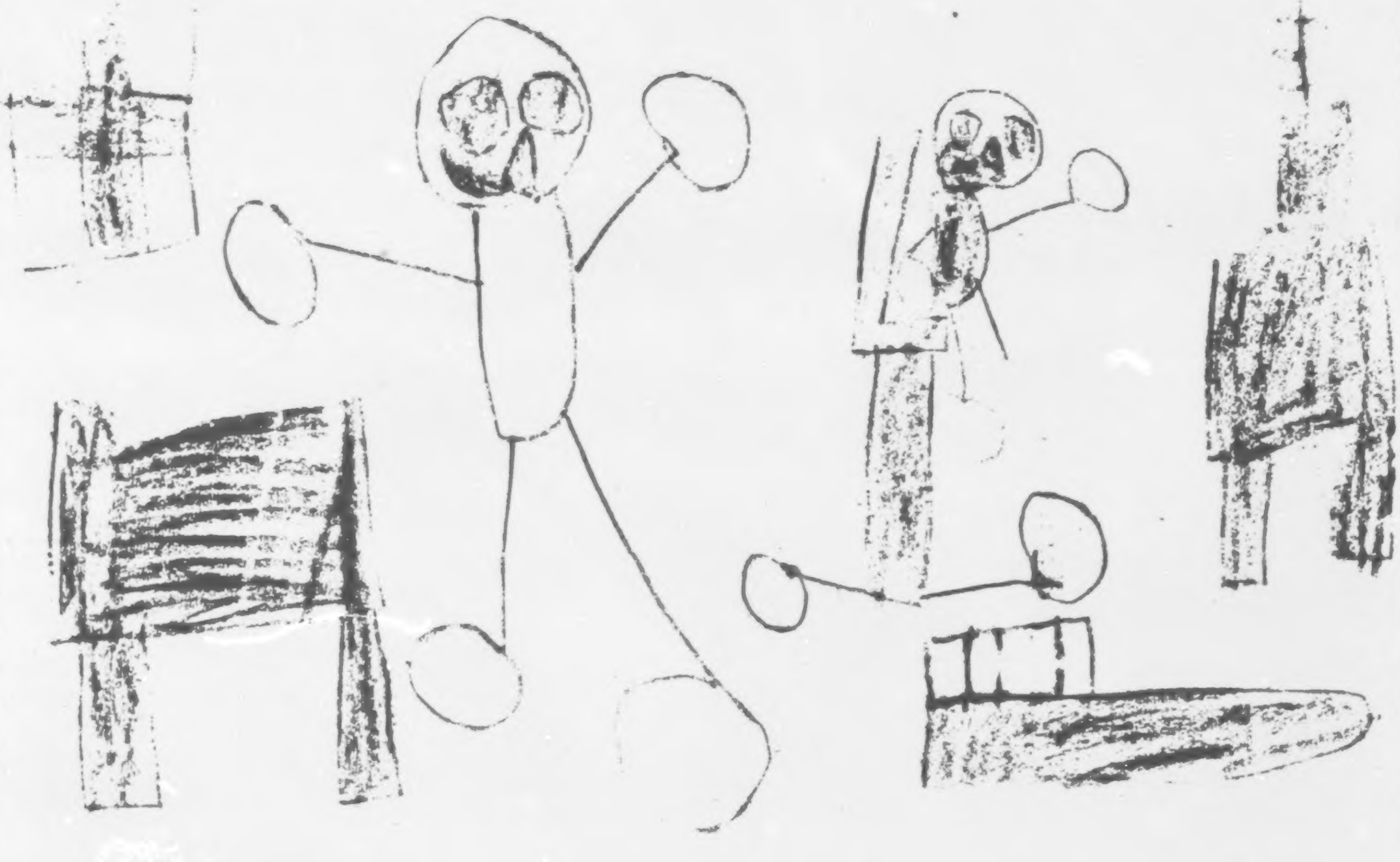
4. EDUCATION FOR SEXUALITY, Burt and Brower; W.B. Saunders Co., West Washington Square, Philadelphia,PA. 19105. 1970.

5. PREGNANCY, BIRTH AND FAMILY PLANNING, Alan F. Guttmacher; New American Library, 1301 Avenue of the Americas, New York, NY. 10019.

6. SHARING AND CARING, (Foster Children), Health, Education and Welfare, Publication #76-30068, Washington, DC.

7. SINGLE PARENTS ADOPTION, information; Committee for Single Adoptive Parents, P.O. Box 4074, Washington, DC. 20015.

8. UNDERSTANDING CHILD DEVELOPMENT, Homemaking Research Laboratories, (Unit 2), Tony, WI. 54563.



Task Area 3.0

Caring for and Feeding Infants

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- 3.5 Plans and conducts activities which aid the infant's growth

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.1 Displays a knowledge of infant food needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.1.1 Given an infant feeding situation, you will describe and demonstrate correct methods of feeding according to resources given in learning activties.	A. View filmstrip Infant Feeding by Playtex. B. Read pamphlet Baby's Eating and Sleeping Habits by Johnson & Johnson, pp. 2-9. C. Read How to Parent, by Dodson, pp. 42-46. D. Talk with a doctor, nurse or mother to compare different feeding techniques E. Assemble different baby bottles and give advantages and disadvantages of each type. F. Read "Demand Feeding Versus Schedule Feeding," Redbook, March 1974, p. 86. G. Read pp. 7-23 in Baby Care Book, by Johnson and Johnson. H. Read Child Growth and Development by Hurlock, pp. 81-83 and 89-90. I. Read Pregnancy in Anatomical Illustrations, pamphlet by Carnation Co., pp. 19-21 J. Watch demonstration by teacher on holding and feeding a baby.	3.1.1 Using the suggestions in the Appendix, write a paper on the correct methods of feeding, according to resources given in learning activities. Teacher and/or peer evaluation.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.1 Displays a knowledge of infant food needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
	K. Observe a parent or day care worker burping a baby. L. Using a doll, practice methods of infant feeding. M. Read Instructions for Breast Feeding Your Baby, pamphlet by Enfamil. See checklist in Appendix.	
3.1.2 Given various feeding equipment, you will identify each, list purposes and state any special features of each.	A. Use magazines, mail order catalogs, newspapers, etc., to cut out pictures of feeding equipment. B. Bring in pieces of feeding equipment from home or neighbors for display C. Read pamphlet, Evenflo Specialists in Baby Feeding Equipment. D. Make a notebook of pictures of feeding equipment and label each picture with name, special features and use. E. Read Baby and Child Care by Spock, pp. 46-48. F. Read Baby Book by Better Homes and Gardens, pp. 108-123.	3.1.2 Make up sheets of paper or poster with pictures of feeding equipment (list in Appendix) and identify, (on paper), state the purpose, and give any special features of each. Teacher and/or peer evaluation.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.1 Displays a knowledge of infant food needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.1.3 Given various infants' formulas, you will differentiate and perform the procedures for their preparation.	A. Read Bright Beginnings by Evenflo. B. Watch a demonstration of bottle formula preparation. C. List the steps for bottle formula preparation, including sanitary conditions. D. List the steps for terminal bottle formula preparation, including sanitary conditions. See Child Growth and Development by Hurlock, pp. 87-89. E. Visit stores and list milks, their contents and directions for use. F. Read pamphlet Preparing Similac Infant Formula for Your Baby. G. Read You and Formula Feeding, pamphlet by Evenflo. H. List on paper at least 5 milks or substitutes used in babies' formulas and describe how they are prepared and why they are used. I. Practice the Terminal Heating, Aseptic and Single Bottle Methods of preparing formulas.	3.1.3 Assemble the necessary equipment and correctly prepare formulas according to the procedures in Learning Activity I. Teacher Checklist evaluation.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.1 Displays a knowledge of infant food needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.1.4 Given various information for feeding infants solid food, you will choose appropriate food for given ages using guidelines in activities or references.	A. Read pamphlet Happy Mealtimes for Your Baby, pp. 8-14. B. Read pp. 104-105 in The Developing Child, Brisbane. C. View First Steps, First Words filmstrip by Parents' Magazine. D. Use the following foods: cereal, fruits/juices, vegetables, meats, eggs, meat soups, toast, fish, and list why and at what appropriate age the food is presented. E. Read Child Growth and Development by Hurlock, pp. 91-92. F. Using Johnson's Baby Care Programmed Book, complete questions from page 1 to 24. G. Present to class a visual aid and/or verbal explanations dealing with the nutritional requirements of infants. H. Read You and Your Baby. Read month by month to find the foods introduced. I. Use the foods in Activity D and give the nutritional value of each. J. View film Nutrition: To Baby With Love by Gerber.	3.1.4 Use the list of foods in the Appendix or other appropriate foods and choose which meet the infant's nutritional requirements for one day.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.1 Displays a knowledge of infant food needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
	K. View filmstrip Infant's Food Needs by McGraw Hill.	
	L. Participate in a class discussion on making your own baby food. See guidelines in Appendix.	
3.1.5 When presented with an infant's mealtime, you will appraise the emotional influence of feeding techniques.	A. Read the mealtime sections for each month in You and Your Baby.	3.1.5 Read the 5 case studies dealing with infant feeding in the Appendix. Write answers to the questions and discuss your answers with your classmates.
	B. Read Child Growth and Development by Hurlock, pp. 83-102.	
	C. Make a list of the common eating problems of infants and the possible solutions.	
	D. Observe a baby being fed. Try to spot behavior which may later develop into eating problems.	
	E. Write a few paragraphs on why it's important to introduce new foods early in life, and try to decide whether the reasons are more physical or psychological.	

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.2 Possesses a knowledge of infants' physical needs and applies this knowledge

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.2.1 Given a variety of infants' clothes, you will select the clothing and shoes which provide maximum comfort and adequate protection for the infant, according to the standards in the resources.	A. Read article, "Clothing for Children," in What's New in Home Economics, Nov. 1969. B. Read Child Growth and Development by Hurlock, pp. 110-120. C. Cut out pictures of baby's clothes and shoes and make a chart or notebook of each piece used and give age of use. D. Bring in pieces of clothing and shoes for the infant for a display class discussion. E. Read The Developing Child by Brisbane, pp. 98-100 and 181-186. F. Read Gerber's Wall Chart on Babies' Clothes.	3.2.1 List and describe the criteria for choosing baby's clothing using standards in the resources.
3.2.2 Then presented with necessary clothing for infants, you will display and demonstrate the procedures for dressing and diapering the infant.	A. Watch a mother diaper her baby and compare with what you have read in resource materials. B. Read pp. 20-21 in Baby Care Book by Parents' Magazine. C. Read pp. 5-8 in the 4-H pamphlet, Caring for Children.	3.2.2 Teacher and peers will evaluate as each student folds the diapers and pins them on doll. Check sheet in Appendix. Diaper a doll using (1) cloth and (2) disposable diapers. Each diaper must fit the doll snugly and comfortably. See Appendix for Checklist on cloth diapers.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.2 Possesses a knowledge of infants' physical needs and applies this knowledge

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.2.2 (continued)	D. Read pp. 30-34 and answer questions in Johnson's Baby Care Programmed pamphlet. E. Using three cloth diapers of different sizes and a doll, demonstrate different folds for diapers and pin them on doll. F. Using three disposable diapers of different sizes, correctly place them on a doll. G. Select clothing to dress the doll or infant and proceed to dress the doll or baby. H. Read Johnson's pamphlet, Keeping Baby Clean, pp. 8-9. I. Read Child Growth and Development by Hurlock, pp. 104-110. J. View Pampers' Wall Chart #8, The ABC'S of Diapering. K. Read The Developing Child by Brisbane, pp. 96-98. L. Read Baby Book by Better Homes and Gardens, pp. 133-137.	3.2.2 (continued) - -

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.2 Possesses a knowledge of infants' physical needs and applies this knowledge

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.2.3 Given a doll or baby to bathe, you will select the necessary equipment and demonstrate procedures for giving a sponge bath to infants, according to prescribed safety precautions.	A. Read Keeping Baby Clean, pamphlet by Johnson's. B. View Johnson's wall chart on bathing the baby. C. Answer questions in Johnson's Baby Care Programmed Booklet on pp. 24-29 and 30-36. D. Observe a mother bathing her baby. E. Watch a class demonstration of bathing the baby. F. View Pampers' Wall Chart #9, Baby's Personal Care. G. Read Child Growth and Development by Hurlock, pp. 125-129. H. Read The Developing Child by Brisbane, pp. 47 and 91-95. I. View film Baths and Babies by Johnson and Johnson. J. Read Baby Book by Better Homes and Gardens, pp. 36-49.	3.2.3 Demonstrate bathing a doll or infant and use checksheet for self-evaluation.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.2 Possesses a knowledge of infants' physical needs and applies this knowledge

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.2.4 Given the care of an infant, you will identify the sleep needs of an infant necessary for proper growth and physical health, as outlined in the resources.	A. Read Johnson's pamphlet, Sleeping and Eating Habits, pp. 9-10. B. Talk with mothers and observe their babies. C. Read pp. 122-125 in Child Growth and Development by Hurlock. D. Read pp. 66-67 and pp. 113-116 in The Developing Child by Brisbane. E. Answer questions in Johnson's Baby Care Programmed Booklet on "Sleeping" pp. 37-42.	3.2.4 Make up a list of infant's sleep needs covering the items in the Appendix.
3.2.5 Given the care of an infant, you will identify the medical and dental needs of the infant according to the standards in the resources.	A. Answer questions in Johnson's Baby Care Programmed Booklet, pp. 52-62 and 43-51. B. Read Child Growth and Development by Hurlock, pp. 129-131, 137-140. C. Read The Developing Child by Brisbane, pp. 87 and 446. D. Read Baby Care, by Better Homes and Gardens, pp. 171-175. E. Read Baby and Child Care by Spock, pp. 177-182, 492-499.	3.2.5 List the medical and dental needs of an infant necessary for proper growth. Compare list with other standards.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.3 Possesses and applies a knowledge of infants' emotional needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.3.1 Given information in the resources, you will summarize ways that love and acceptance influence the infants' feelings of security.	A. View filmstrip Baby Care with a Touch of Love, by Johnson and Johnson. B. Present a question and answer session about film in A., and/or the infant care. C. Study the two posters by Pamper's Baby's Social and Emotional Growth, (7 months to 1 year) and (birth to 6 months). D. View fimstrip Parenting: Fathers, Mothers and Others by Penney's. E. View filmstrip Growth in the First Year by McGraw-Hill. F. Read American Baby, July, 1976, special issue for fathers-to-be. G. Read Expecting--Parents Magazine, "The Art of Becoming a Father," Spring, 1976, p. 21. H. Read The Developing Child by Brisbane, pp. 119-144. I. Read Child Growth and Development by Hurlock, pp. 38-41. J. Read How to Father by Dodson, pp. 13-23.	3.3.1 Write a theme on the importance of love and acceptance in developing an infant's security. Peer evaluation. Guideline in Appendix.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.3 Possesses and applies a knowledge of infants' emotional needs

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.3.2 Given an infant's daily routine, you will recognize how consistency in routine is important for the development of security in the infant.	A. Read pp. 36-37 in Child Growth and Development, Hurlock.	3.3.2 Write a daily routine for an infant and comment on why each part is important in the development of security in the infant. Compare your comments with those in Activity A.
	B. Make an outline of the changes in the daily life of your family that would be necessary if there were to be a new baby.	
	C. Read and answer questions on pp. 63-67 in Johnson's Baby Care Programmed Booklet.	
	D. Read Pampers' pamphlet, Care for Two--Baby and You.	
3.3.3 Given information on different cries, you will list possible reasons for crying.	A. Read and answer questions on pp. 43-45 in Johnson's Baby Care.	3.3.3 List the reasons for the different cries of infants. Compare your list with those in Resource B.
	B. Read pp. 25-26, 56, 154, 155-156, in Child Growth and Development by Hurlock.	
	C. Observe babies' cries and determine what each cry means. Record on paper.	
	D. Read p. 117 in The Developing Child by Brisbane.	
	E. Read Baby and Child Care by Spock, pp. 183-189.	
	F. Read Baby Book by Better Homes and Gardens, pp. 151-153.	

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.4 Possesses a knowledge of how an infant's intellectual and physical growth can be enhanced

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.4.1 Given the growth needs of the infant, you will list ways of aiding intellectual and physical growth.	A. View Pamper's posters, Steps in Baby's Physical Maturation and Motor Control (first year) and Baby's Mental Growth (birth to 6 months) and Baby's Mental Growth (7 months to 1 year). B. Study book Baby Learning Through Baby Play by Ira J. Gordon, pp. 1-56. C. Read pp. 1-142 in Teach Your Baby Play by Dr. Genevieve Painter. D. Read Child Growth and Development by Hurlock, pp. 63 and 135-137. E. Read pp. 151-167 in The Developing Child, Brisbane. F. Read pp. 81-90 in The Developing Child, Brisbane. G. Write a description of a physically healthy baby. H. Briefly describe the sequence in developing the ability to grasp a toy. I. Describe an instance of environment that stimulates speech development; another that retards progress. J. View filmstrip Baby's First Year by Our Baby's First Seven Years. K. Using a checksheet (in Appendix), obtain a mother interacting with her child.	3.4.1 Use a check-list (in Appendix) to show different ways which aid in intellectual and physical growth. Peer evaluation.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.5 Plans and conducts activities which aid the infant's growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.5.1 Given a group of infants, you will plan and demonstrate play activities which will support the infant's physical and intellectual growth.	A. Use book, Teach Your Baby and book, Baby Learning Through Baby Play, pp. 18-30, 59-86. B. View filmstrip Discovering the World by Parents' Magazine. C. Choose an activity or game and give the physical and intellectual importance of the game or activity. State at about what age it would be appropriate and at what time of day. D. View filmstrip Infants and Learning by McGraw-Hill.	3.5.1 Make a poster showing a play activity which supports physical or intellectual growth. Teacher will evaluate according to criteria in Appendix.
3.5.2 Given information on how toys and equipment aids physical growth, you will choose and demonstrate items which are appropriate and contribute to the infant's total growth.	A. Read How to Parent by Dodson, pp. 329-330. B. Read Teach Your Baby by Painter. C. View Fisher-Price Toys catalog and their research articles or other catalogs. D. Read Loving and Learning, pp. 21-103, by McDiarmid, Peterson, & Sutherland. E. Design a toy or book for an infant and tell how it contributes to his growth. F. Read Baby Learning Through Baby Play, Gordon.	3.5.2 Take a matching quiz (in Appendix).

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.5 Plans and conducts activities which aid the infant's growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.5.3 Given information on the various ways in which infants exercise you will state the physical values of these exercises, according to the standards in the resources.	A. Record, in a diary, an infant's movements for 5-minute periods throughout a day and give the physical values of these movements. B. Give demonstrations with an infant or doll on how you would develop the different muscles of the body. C. Make a chart or poster of exercises and list the part(s) of the infant's body which each exercise strengthens. D. Read Child Growth and Development by Hurlock, pp. 135-137. E. Read The Developing Child by Brisbane, pp. 71 and 88-93.	3.5.3 Participate in a class discussion of the various ways in which infants exercise and state the physical values. Teacher and/or peer evaluation.
3.5.4 Given a list of activities for infants, you will design and carry out activities which will stimulate the infant's senses, as outlined in the resources.	A. Read How to Parent by Dodson, pp. 49 and 264. B. Design an activity which will stimulate one of the senses. Try your activity with an infant. C. Read those pages dealing with the senses and the age level you wish to study in Baby Learning Through Baby Play, Gordon.	3.5.4 Design or draw and carry out an activity which stimulates the infant's senses. Teacher/peers will evaluate using the checklist in the Appendix.

Task Area: 3.0 Caring for and Feeding Infants

Competency: 3.5 Plans and conducts activities which aid the infant's growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
3.5.4 (continued)	D. Read appropriate pages for age level in Loving and Learning, by McDiarmid, Peterson, and Sutherland, pp. 21-33 and 45-50. E. View filmstrip Discovering the World by Parents' Magazine. F. Complete pp. 1-6 of Johnson's Baby Care Programmed Booklet.	3.5.4 (continued)
3.5.5 Given information in the resources, you will prepare activities which will encourage the infant's limitation of speech and movement.	A. Read How to Parent by Dr. Dodson, pp. 57-59. B. Design an activity which will encourage speech limitation.	3.5.5 Design or draw an activity which stimulates the infant's senses. Teacher/peers will evaluate using the checklist in the Appendix.
3.5.6 Given the information in the resources, you will select activities which will encourage the infant's recognition of spatial relationships.	A. Read How to Parent by Dr. Dodson, pp. 55-57. B. Design an activity which will encourage recognition of spatial relationships.	3.5.6 Design or draw an activity which stimulates the infant's senses. Teachers/peers will evaluate using the checklist in Appendix.

Appendix

LEARNING ACTIVITY
Objective 3.1.1

Activity M: Checklist: Burping the Baby

Did	Did Not Do	
___	______	1. Place a clean diaper or towel over your shoulder.
___	______	2. Hold the baby in an upright position against the shoulder with baby's face toward your back and baby's head over your shoulder.
___	______	3. Gently pat or rub back until baby burps.
		OR
___	______	1. Place clean diaper or towel over your lap.
___	______	2. Lay baby across your lap face down.
___	______	3. Gently rub or pat baby's back until baby burps.
		OR
___	______	1. Hold baby partially sitting in your lap with back and head supported against your body.
___	______	2. Gently rub the baby's tummy.

EVALUATION
Objective 3.1.1 Given an infant feeding situation describe and demonstrate correct methods of feeding according to resources given in Learning Activities.

Write a paper (3 paragraphs) discussing the following points:

1. Give three reasons why a mother chooses one feeding method over another.

2. For the mother who has chosen to breast feed, list three things which affect the baby and/or mother physically or psychologically to determine success.

3. For the mother who has chosen to bottle feed, list three things which affect the baby and/or mother physically or psychologically to determine success.

See the list of advantages and disadvantages of feeding in Child Growth and Development, Hurlock, p. 82, for criteria on evaluation.

EVALUATION

Objective 3.1.2 Given various feeding equipment, identify each, list purposes and state any special features of each, as listed in the resources.

Show pictures of the following equipment. Identify the equipment, state the purpose and give any special features.

1. 8 oz. glass nurser (bottle)
2. 4 oz. glass nurser
3. 8 oz. complete super plastic nurser
4. 4 oz. complete super plastic nurser
5. Disposable Nurser Set (bottle, rings, shell, nipples, pre-sterilized disposable bottles, nipple covers)
6. Formula pitcher or measuring cup
7. Pair long-handled tongs
8. Punch type can opener
9. Jar with perforated lid for sterilizing nipples
10. Bottle brush with nipple brush on other end or separate
11. Bottle cleanser
12. Funnel-strainer
13. Sterilizer for bottles
14. Measuring spoons
15. Electric bottle warmer
16. Electric bottle sterilizer
17. Nipples (valve, ribbed, cross-cut, regular, blind, twin air valve)
18. Electric bottle warmer with vaporizer lid
19. Automobile baby bottle warmer
20. Feeding dish
21. High chair
22. Feeding table
23. Infant seat
24. Baby spoons
25. Baby fork
26. Bibs

TEACHER REFERENCES
Task Area 3.0

EVALUATION

Objective 3.1.3 Given various infant's formulas, differentiate and perform the procedures for their preparation according to standards in the resources.

Checklist

Did Did Not

___ ___ 1. Assemble equipment properly.
___ ___ 2. Wash and rinse all equipment.
___ ___ 3. Scrub bottles, nipples, collars and caps with bottle brush, detergent and hot water.
___ ___ 4. Squeeze water through nipple holes during washing and rinsing.
___ ___ 5. Rinse bottles and nipples with hot running water.
___ ___ 6. Choose correct milk for baby.

Terminal Heating Method

___ ___ 7. Measure required amount of water into clean pitcher or mixing bowl.
___ ___ 8. Wash top of concentrated liquid can with soap and hot water. Rinse and dry.
___ ___ 9. Shake can well and punch two holes in top with clean can opener.
___ ___ 10. Measure the amount of formula you will need to mix.
___ ___ 11. Pour prescribed ounces of formula into X number of clean nursing bottles needed for one day's feeding.
___ ___ 12. Fill one or two extra bottles with tap water. These will be sterilized along with bottles of formula, and will be baby's drinking water.
___ ___ 13. Put nipples, caps and collars on the nursing bottles loosely.
___ ___ 14. Place filled bottles on a wire rack or towel in the sterilizer or deep kettle. Add three inches of water to the sterilizer. Place over heat.
___ ___ 15. When the water in the sterilizer starts to boil, cover and let boil for 25 minutes. Remove sterilizer from heat. Leave covered until sterilizer has cooled to touch. If bottles are cooled too quickly, a film may form which can clog nipples during feeding.
___ ___ 16. When bottles are cool enough to handle, remove from sterilizer, tighten caps and store in refrigerator.
___ ___ 17. Open can of concentrated liquid is covered and stored in refrigerator no longer than 24 hours.

EVALUATION
Objective 3.1.3 (continued)

Did	Did Not	The Aseptic Method
___	___	18. Place bottles, nipples, collars, caps, mixing spoon or egg beater, can opener, measuring pitcher and tongs in rack or on a clean cloth in the bottom of a sterilizer or large covered pan.
___	___	19. Cover with water and place over heat.
___	___	20. Put the prescribed amount of water needed to make the formula in a clean pan. Place over heat.
___	___	21. When water in both sterilizer and pan comes to boil, cover both and boil for five minutes.
___	___	22. Let cool to room temperature while still covered.
___	___	23. Wash top of formula can with soap and water; rinse thoroughly and dry.
___	___	24. Shake can well and punch two holes in top.
___	___	25. Pour the prescribed ounces of formula per feeding from pan into nursing bottles.
___	___	26. Put nipples, collars and caps on bottles, using tongs to avoid touching with hands.
___	___	27. Store in refrigerator until needed.

The Single Bottle Method

(Especially useful when a supplement is desired for breast-fed infants or when traveling.)

___	___	28. Check steps 1 through 6.
___	___	29. Add prescribed amount of tap water to each bottle.
___	___	30. Put nipples and caps on bottles loosely.
___	___	31. Place bottles on a wire rack or clean cloth in bottom of sterilizer or large kettle.
___	___	32. Add water to level or water in bottles.
___	___	33. Place over heat.
___	___	34. After water has come to a boil; cover and boil for 25 minutes.
___	___	35. When sterilizer is cool to touch, remove bottles, tighten caps and store in any convenient location at room temperature.
___	___	36. Check numbers 22 and 23.
___	___	37. Remove cap and nipple from one bottle. Add prescribed ounces of concentrated liquid to water in bottle.
___	___	38. Replace cap, shake well to mix, and feed.

LEARNING ACTIVITY
Objective 3.1.4

Activity L: Participate in a class discussion on making your own baby food.

Guidelines for Discussion

1. Mash or puree all cooked foods. (The blender is useful.)
2. Thin purees with pan liquids, milk, bouillon or juices.
3. Puree large quantities and freeze individual portions in ice cube trays.
4. Refrigerate all cooked foods to prevent bacteria from forming.
5. Grind family leftovers for baby if not highly seasoned.
6. When cooking regular meals, set aside baby's portion before seasoning.
7. Add no salt or sugar to baby food.

EVALUATION

Objective 3.1.4 Given an infant feeding situation, choose appropriate foods for 4-month and 11-month old babies, using the guidelines in Learning Activities A and G.

Directions: Check appropriate daily food needs for 4-month and 11-month old babies in the columns below.

Food	4 months	11 months
1. Cereal		
2. Fruits		
3. Juices		
4. Vegetables (yellow, green)		
5. Meats		
6. Eggs		
7. Meat soups		
8. Toast		
9. Fish		
10. Cheese		

Your Baby's Nutrient Needs

1. Protein: Protein makes your baby grow up to be strong. It helps build muscles and strong bones, and helps repair cuts and bruises. The best sources of protein are meat, fish, poultry, eggs and milk.

2. Vitamin A: Vitamin A helps your baby to see well in the dark. It also helps fight germs and gives your baby smooth, clear skin. The best sources of Vitamin A are red and yellow fruits and vegetables, green leafy vegetables, milk, egg yolk and liver.

3. Vitamin C: It is very important that your baby gets Vitamin C every day because his body doesn't store it. Vitamin C helps build strong teeth and bones and keeps your baby's gums, skin and muscles healthy. It also helps fight germs and heal cuts. The best sources of Vitamin C are oranges and grapefruit.

EVALUATION
Objective 3.1.4 (continued)

4. Vitamin D: Vitamin D makes your baby's legs straight and well-formed. It helps build strong teeth and bones. The best sources of Vitamin D are sunshine, fortified milk and fish-liver oils.

5. Thiamine: Thiamine gives your baby a good appetite and aids his digestion. It is needed for healthy nerves and helps your baby use other foods for energy. The best sources of Thiamine are enriched cereal for babies, eggs and meats (especially pork and liver).

6. Riboflavin: Riboflavin helps your baby use oxygen. It keeps his skin and eyes healthy too. The best sources of Riboflavin are milk, liver, fish and enriched cereals for babies.

7. Niacin: Niacin helps your baby use other nutrients for energy. It also keeps his skin and nerves healthy. The best sources of Niacin are meat, fish, poultry, and enriched cereals for babies.

8. Iron: Iron is important in helping your baby build rich red blood cells. The best sources of Iron are meats, (especially livers), egg yolk, leafy green vegetables and enriched cereals for babies.

9. Other Minerals: Your baby needs calcium to build strong teeth and bones, and to help heal cuts. Calcium also helps baby's heart to beat and its muscles to work properly. The best source of calcium for your baby is milk. Iodine is important to regulate energy and for normal growth. Phosphorus helps build healthy nerves, bones and teeth. Both calcium and phosphorus are found in milk, seafood, meat, eggs and enriched cereals for babies.

EVALUATION

Objective 3.1.5 When presented with an infant's mealtime, you will appraise the emotional influence of feeding techniques as outlined in the resources.

When presented with an infant's mealtime, you will interpret the emotional value of proper feeding of the infant. Read each case study and answer the questions in terms of the effect on the infant.

Case Study #1

Mrs. Mary Sandburg has a new baby. She and her husband agreed to bottle feed the baby, but Mrs. Sandburg's mother recommended that she breast feed the infant for a healthier baby.

Mary did breast feed the baby, but only because of her mother's advice. She had difficulties such as frequent crying, restlessness, and Mary felt that she was unable to leave her baby. Was the decision to breast feed wise? Why or why not?

Case Study #2

Mrs. Nancy Black is an immaculate housekeeper. She becomes very upset if everything isn't in place.

She has discovered she can accomplish several household tasks while the baby sucks his propped bottle in his own bed. What, if any, harm is done by this?

Case Study #3

Mr. and Mrs. Bob Brown have had an adult child care class. Their baby is bottle fed and each feeding time either Mr. or Mrs. Brown takes the baby in his/her arms, holds him, talks softly, sings and relaxes.

What basic emotional needs are being met in this type of situation? Would you or would you not recommend this situation?

Case Study #4

Johnny is one month old. His mother is introducing him to cereal, fed with a spoon. She feeds him while she and her husband are eating their meal.

The first time Johnny's mother puts the spoonful of cereal in his mouth, he immediately spits it out. She tries another spoonful and the same thing happens. The father begins to vigorously complain about cereal all over the table and baby.

EVALUATION
Objective 3.1.5 (continued)

The mother smacks the baby's cheeks and roughly wipes his face. She comments, "He doesn't like this stuff, and I don't know what to feed him."

How might this affect the baby's eating habits? What if anything would you tell or advise this mother and father to do?

Case Study #5

Billy is four months old and has been eating three meals a day. Each meal contains cereal, meat, eggs, fruit, dark green and yellow vegetables. He begins to protest at some of his meals. Thinking he must be ill, Mother tries to force him to eat. When he continues to refuse, she offers him a cookie instead. Why the protest from Billy? Is there a better solution to this problem?

EVALUATION

Objective 3.2.2 When presented with necessary clothing for infants, you will display the procedures for dressing and diapering the infant, according to the standards in the resources.

Checksheet for Diapers

Evaluate the student's performance as he/she folds diapers and pins them on the doll.

Ways to Fold a 21"x40" Diaper

Yes	No	Did you use these methods correctly?
___	___	Method I
___	___	Method II
___	___	Method III
___	___	Method IV

Folding a 27"x27" Diaper

Yes	No	
___	___	Method V (for a tiny baby)
___	___	Method VI

Baby Care When Diapering

Yes	No	
___	___	1. Did you have supplies ready before you laid the baby down on his back?
___	___	2. Did you remove soiled diaper and put it in the bag?
___	___	3. Did you wash and dry diaper area?
___	___	4. Did you grasp ankles firmly when raising baby's legs and hips with one hand?
___	___	5. Did you slide clean, folded diaper under baby with other hand?
___	___	6. Did you apply a diaper rash preventative over diaper area, paying close attention to creases?
___	___	7. Did you bring the diaper between baby's legs?
___	___	8. Was the back edge of diaper above baby's buttocks several inches higher than front edge?
___	___	9. Did you catch front and back folds when pinning diaper at each side?
___	___	10. Did you keep several fingers between safety pin and baby's skin and place the pins crosswise?
___	___	11. Did you promptly wash diaper in commode?
___	___	12. Did you place rinsed, soiled diaper in diaper pail of Borax solution or other deodorant?

EVALUATION

Objective 3.2.3 Given a doll or baby to bathe, you will select the necessary equipment and demonstrate procedures for giving a sponge bath to infants according to prescribed safety precautions, as given in the resources.

Checksheet for Baby's Sponge Bath

Check off

_____ 1. Have necessary equipment needed (not all are necessary for every bathing situation):
_____ a. 1 small bath towel
_____ b. 1 soft washcloth
_____ c. cotton bath blanket, bath pad or large towel
_____ d. basin, warm water 2-3" deep, container of hot water (plastic baby bath with sling is helpful)
_____ e. paper or container for soiled clothing
_____ f. jar of lukewarm, boiled water
_____ g. double tipped swabs
_____ h. baby's clean clothing
_____ i. cotton balls in covered jar
_____ j. safety pins
_____ k. bottle of alcohol (only for navel before cord drops off)
_____ l. soap
_____ m. baby lotion (only if needed)
_____ n. baby powder, non-medicated (only if needed)
_____ o. baby cream (only if needed)

Yes No
___ ___ 2. Wash hands, wrists and fingernails with soap and water.
___ ___ 3. Wear coverall apron or dress without sharp buttons. Roll up long sleeves.
___ ___ 4. Remove jewelry from hands.
___ ___ 5. Cover bath table with bath pad or blanket, or large towel.
___ ___ 6. Place small towel in bottom of basin or tub.
___ ___ 7. Test water with elbow or thermometer (95 degrees - 100 degrees)
___ ___ 8. Place baby or doll on dressing table top or on your lap to undress. Leave diaper on.
___ ___ 9. Discard dirty clothes.
___ ___10. Wash eyes by irrigating them with warm water only; with a clean wet cloth or cotton ball, squeeze water over the inner corner of eyes. Gently wipe from inside corner outward.
___ ___11. Clean ears with a wash cloth on your fingertip. Carefully clean the folds of ears and the creases behind ears.

EVALUATION
Objective 3.2.3 (continued)

Yes No

___ ___12. Gently squeeze nostrils with the washcloth. Use the corner of washcloth if you see foreign matter.
___ ___13. Use the "football carry" for holding, or use sling in baby bath.
___ ___14. Lather scalp. Rinse with wet cloth.
___ ___15. Wash arms and hands, paying close attention to folds and fingers, and dry.
___ ___16. Wash trunk front and back. Dry.
___ ___17. Cover top part of baby with cotton blanket or towel.
___ ___18. Remove diaper and dispose of it.
___ ___19. Wash diaper area, being particular about gentials. Dry.
___ ___20. Wash legs and feet and toes. Dry.
___ ___21. Apply vaseline or Desitin if there is any irritation of the diaper area.
___ ___22. Diaper the baby or doll.
___ ___23. Finish dressing the baby.

EVALUATION
Objective 3.2.4 Given the care of an infant, identify the sleep needs of an infant necessary for proper growth and physical health as outlined in the resources.

Infant Sleep Needs

In listing the infants sleep needs, the learner should cover:

1. bed and bed clothing
2. safety
3. amount of sleep needed
4. where baby sleeps
5. baby's room; effects of sharing a room
6. sleep schedule
7. sleep routine
8. psychological preparation for bedtime
9. physical preparations for bedtime
10. bedtime problems

EVALUATION

Objective 3.3.1 Given information in the resources, you will summarize ways that love and acceptance influences the infant's feelings of security, as given in the resources.

The Touch of Love in Baby Care

Criteria to be covered in theme on "The Touch of Love in Baby Care": points 1 through 5 are examples of physical and psychological needs which, if provided for, result in point 6.

1. Hunger needs satisfied.
2. Physical cuddling or contact comfort.
3. Responding to crying.
4. Warm and loving relationship with parents.
5. Exposure to sensory and intellectual stimulation through objects, activities, and experiences with parents and other adults.
6. Sense of basic trust satisfied.

LEARNING ACTIVITY
Objective 3.4.1

Activity K: Using a checksheet observe a mother interacting with her child.

Observations

List any of the following that you observed:

1. Motor activity

2. Visual activity

3. Manipulative activity

4. Auditory activity

5. Language activity

After the observation, complete these questions:

6. Did she promote listening?

7. What type of talk and communication did she use?

8. Did the mother encourage baby? How?

9. Was there a variety of activities?

10. Did baby respond to each of the activities?

LEARNING ACTIVITY
Objective 3.4.1 (continued)

11. When baby was bored or fussy, did she change the activity?

12. Did she encourage the baby to vocalize?

13. Did you feel she was thorough in her play activities?

14. Did the mother appear to enjoy the activities?

15. Did the baby appear to enjoy the activities?

16. Did she restrict the activities? How? Why?

A

EVALUATION

Objective 3.4.1 Given the growth needs of the infant, list ways of aiding intellectual and physical growth, as given in the resources.

Checksheet for Growth Needs That Develop Intellectual and Physical Growth

Indicate whether each activity aids in the physical growth, intellectual growth, or both physical and intellectual growth of the infant.

Physical	Intellectual	Both	
			1. Shift position of the newborn.
			2. Talk to baby while bathing and name parts of body as you go along.
			3. Sing while feeding with bottle or nursing.
			4. Let baby grasp your fingers as you hold onto a hand, move arms down to side of body, over head and then at right angles to the body. Cross each arm over chest and then bring hands together to feel own fingers.
			5. Place a bright toy a few inches in front of baby while on stomach so baby will reach for it.
			6. Place baby on all fours and let baby rock off or move legs forward, then arms.
			7. Place baby on floor. Stand behind and sail gently pieces of paper, kleenex, tissue paper, fluffy feathers, leaves, soft cotton balls, short lengths of bright ribbon, small pieces of light fabric and small airplanes. Each will make its own special descent.
			8. Standing behind the baby, let baby follow objects and grasp or manipulate as you move them in different directions. When baby reaches for them, let baby have the objects.
			9. While doing items 7 and 8, tell baby what each item is. Talk to baby about what you are doing. Let baby respond or vocalize in own way.
			10. Give the baby small tins with hard-to-open lids filled with rice and dried beans. Shake each and let baby examine it. Change the objects. Try buttons, stones, rocks, etc.
			11. Lower bells over baby's head. Lower them without making a sound, and let baby touch them to produce sound.

EVALUATION
Objective 3.4.1 (continued)

Physical	Intellectual	Both	
___	___	___	12. Keep a box of touchable items (spools, small boxes, small plastic squeeze bottles, small hair rollers, lids, etc.). Hand each item to baby. Name it and give a brief description. Let baby have it to examine. As baby grows older, more description can be added.
___	___	___	13. Use "suprise box of fabrics" the same way. Be sure to use pieces that are large in case baby puts them in mouth.
___	___	___	14. Show the baby picture books with very few details on each page. Talk about the pictures. Name the objects. More detailed books may be added later.
___	___	___	15. As baby learns to crawl, place objects in front of baby. Slowly pull object away as baby comes for it. Let baby catch it and manipulate it.
___	___	___	16. Make tunnels or hideaways with cardboard boxes.
___	___	___	17. Provide pieces of furniture to help baby pull self up while trying to walk.
___	___	___	18. Provide a kitchen drawer full of "baby" items to occupy baby while you prepare a meal.
___	___	___	19. Place a small dish of water on floor in the middle of a blanket or something absorbent (2-3 towels). Let baby splash in it.
___	___	___	20. Play different kinds of music on record player or radio.

EVALUATION

Objective 3.5.1 Given a group of infants, plan and demonstrate play activities which will support the infant's physical and intellectual growth, according to the standards in the resources.

Evaluation of Planned Play Activities

Yes No

___ ___ 1. Did your poster depict or describe what part of the body the activity stimulated?

___ ___ 2. Did it state at about what age the activity could be tried?

___ ___ 3. If it supported physical growth, did it explain what muscles were developed or what stages of development you were aiding.

___ ___ 4. If it supported intellectual growth, did it explain how?

___ ___ 5. Was the activity one that could be engaged in with common materials?

___ ___ 6. Was the activity one using household items or ingenuity.

___ ___ 7. Did the activity have multiple play features?

EVALUATION

Objective 3.5.2 Given information on how toys and equipment aids physical growth, choose and demonstrate items which are appropriate and contribute to the infant's total growth, as given in the resources

Below is a list of equipment which aids the infant's physical growth. Match the equipment in Column I with the primary area of physical growth it aids in Column II. Try to choose only one.

___ 1. Crib jungles, mobiles, a hanging rattle
___ 2. Movable seats which make it easy to move the infant from place to place, indoors and out, near windows, etc.
___ 3. Teething ring
___ 4. Cups which stack and nest
___ 5. Plastic toys small enough to grasp, spools which are small
___ 6. Pot lids with spoons
___ 7. Bean bags and balls
___ 8. Beads on a string, rattles, plastic keys on a chain
___ 9. Toys on wheels, balls (to be chased)
___10. Musical pull toys, strings of cans, cars or trucks with strings attached.
___11. Large pails and baskets to fill with toys, big boxes
___12. Shallow pans of water, boxes or pans of cream of wheat, corn meal or cereal
___13. Jumping seats for suspending from the ceiling or doorways
___14. Playpen with net sides

A. Chewing, feeling with mouth

B. Grasping objects.

C. Banging, making noise

D. Manipulation, coordination of hands

E. Pulling self up

F. Shake

G. Pulling objects

H. Recognizing differences in location (sights and sounds)

I. Focusing eyes, following motion with eyes

J. Throwing

K. Creeping

L. Carrying and hauling, lifting big objects

M. Coordination of long leg muscles

EVALUATION

Objective 3.5.4 Given a list of activities for infants, design and carry out activities which will stimulate the infant's senses, as outlined in the resources.

Self-Evaluation Checksheet

Evaluate your activity using the following guidelines:

1. Did your child enjoy it?
2. Did you enjoy it?
3. Was it time consuming?
4. Did it turn out the way you expected?
5. Would you change it?
6. If so, how and why?

Answer the following questions:

1. In what way did your activity enhance the infant's sensory growth?

2. For what age level was the activity appropriate?

3. If the infant cried, what did you do?

4. Why did you choose the equipment you did?

EVALUATION

Objective 3.5.5 Given information in the resources, prepare activities which will encourage the infant's imitation of speech and movement, according to the standards in the resources.

Self-Evaluation Checksheet

Evaluate your activity, using the following guidelines:

1. Did the child enjoy it?

2. Did you enjoy it?

3. Was it time consuming?

4. Did it turn out the way you expected?

5. Would you change it?

6. If so, how and why?

Answer the following questions:

1. In what way did your activity enhance the infant's imitation of speech and movement?

2. For what age level was the activity appropriate?

3. If the infant cried, what did you do?

4. Why did you choose the equipment you did?

EVALUATION

Objective 3.5.6 Given the information in the resources, select activities which will encourage the infant's recognition of spatial relationships, as given in the resources.

Self-Evaluation Checksheet

Evaluate your activity using the following guidelines:

1. Did the child enjoy it?
2. Did you enjoy it?
3. Was it time consuming?
4. Did it turn out the way you expected?
5. Would you change it?
6. If so, how and why?

Answer the following questions:

1. In what way did your activity enhance the infant's recognition of spatial relationships?
2. For what age level was the activity appropriate?
3. If the infant cried, what did you do?
4. Why did you choose the equipment you did?

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SUPPLEMENTARY READING FOR STUDENTS
Task Area 3.0

1. BABY FEASTS FROM FAMILY MEALS, Oster Corporation, Box 293, Milwaukee, WI. 53201.
2. BRINGING UP BABY, Life Cycle Center, Kotex Products, Kimberly Clarke Corporation, Neenah, WI. 54956. FREE.
3. CHILD CARE AIDE, Home Economics Instructional Materials Center, Texas Tech University, Austin, TX. (Unit VI, p. 113, Teacher Edition)
4. CHILD CARE AND DEVELOPMENT, Louise Bates Ames; J.B. Lippincott Co., Educational Publishing Division, East Washington Square, Philadelphia, PA. 19105.
5. COMPLETE GUIDE TO PREPARING BABY FOODS AT HOME, THE, Castle, Sue; Doubleday and Co., Garden City, NY.
6. "How to Fat Proof Your Child," PEOPLE MAGAZINE, September 1975.
7. HOW TO PARENT, Dodson, Fitzhugh; The New American Library, Inc., P.O. Box 999, Bergenfield, NJ. 07621.
8. INFANT CARE, (pamphlet), Department of Health, Education and Welfare, Washington, DC.
9. NURSING YOUR BABY, Pryor, Karen;(revised edition), Recommended by LaLeche League, Harper and Row (original publisher), available in paperback, Pocket Books, Division of Simon and Schuster, Inc., 630 Fifth Ave., New York, NY. 10020.
10. TEACH YOUR BABY, Painter, Genevieve; Simon and Schuster, Rockefeller Center, 630 Fifth Ave., New York, NY. 10020. 1971.
11. UNDERSTANDING CHILD DEVELOPMENT, Homemaking Laboratories, Tony, WI. 54563.
12. WHEN YOU BREASTFEED YOUR BABY, Pamphlet from LaLeche League, 9616 Minneapolis Ave., Franklin Park, IL. 60131.
13. WOMANLY ART OF BREASTFEEDING, THE, LaLeche League, 9616 Minneapolis Ave., Franklin Park, IL. 60131.
14. YOU AND YOUR BABY, Rutherford, Frederick W., M.D.; The New American Library, Inc., P.O. Box 999, Bergenfield, NY. 07621.

Task Area 4.0

Displaying a Knowledge of the Developmental Characteristics of the Child

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Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.1 Demonstrates a knowledge of development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
4.1.1 You will describe development in children, adolescents and adults, as given in the resources.	A. What does development mean to you? In 5 minutes write down words or phrases which tell what development is.	4.1.1 Look at development in your own life. Describe processes of development you have been through to get where you are now. (Example: Two years of piano lesson, and now you play the piano at church. You gained five pounds and need to let out your clothes. You joined the pep club and made 10 new friends.
	B. Read Developing Child, Brisbane, pp. 20-25.	
	C. Read Child Growth and Development, Hurlock, pp. 180-181, 228-240.	
	D. In small groups, look back over the past year and discover what changes occurred in your life.	
	E. Read Making Connections, pp. 2-5. Answer the following questions: 1) When do you think development begins? 2) What did development mean to each of these people? 3) How might these changes affect each of their lives? 4) What does each of these stories tell about development? 5) What things helped their changes or hindered them? 6) When do you think development ends?	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.1 Demonstrates a knowledge of development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.1.2 You will recognize the characteristics of development according to the resources.	A. Read Making Connections, p. 6. B. Read Child Care and Development, Ames, pp. 1-10. C. Find 5 different examples which show one or more characteristics of development and explain how each example explains development. D. Talk to 5 adults and find out what recent changes they have expreienced in their lives. Relate these to the characteristics. E. Complete the pretest in the Appendix. Discuss your answers with the class. F. Read Developing Child, Brisbane.	4.1.2 Illustrate the characteristics of development using personal photographs, magazine pictures, written observations or other expressive media. Teacher and/or peer evaluation.
4.1.3 Given a list of developmental terms and definitions, you will state the term which corresponds to the definition.	A. Define the developmental terms which are in the Appendix. Use The Nursery School by Reed, The Developing Child by Brisbane, Child Care and Development by Ames, Good Schools For Young Children by Leeper and Child Development by Hurlock and a dictionary B. View filmstrip, Introduction to Child Development.	4.1.3 Complete the crossword puzzle in the Appendix. Teacher and/or peer evaluation OR complete the matching test in the Appendix.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.1 Demonstrates a knowledge of development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.1.3 Continued	C. Play developmental football. (In the Appendix) D. Who am I? Select a developmental term and act out how that term behaves in words and body motions. The rest of the class guesses the term. (This may be played like charades using only body motions.)	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.2.1 Given the terms "heredity" and "environment", you will explain the meaning of the terms, how the terms differ, and how each term relates to growth and development.	A. Review definition of terms "heredity" and "environment." B. View filmstrip Influences on Children from Set #2 of Child Care and Development. On a sheet of paper, write as many influences as you can that were mentioned on the record. C. Select an approved magazine article to read which shows environmental or a hereditary influence. Discuss whether the influence is negative or positive. D. If you are having difficulty understanding the term "heredity", check the World Book Encyclopedia under "heredity." It may be helpful to you. E. Clip pictures from magazines which show things which a person inherits. Make a scrapbook or a collage out of the pictures. Do the same to illustrate environmental influences. F. Read Child Growth and Development by Hurlock, pp. 16-22 or Child Care and Development by Ames, pp. 359-362, 12-13, sections on heredity and environment.	4.2.1 Complete the written test on heredity and environment in the Appendix. AND Classify factors as heredity or environment using the list in the Appendix. AND Assume the role of each factor. Begin with "I am brown hair: Inherited." or "I speak English Environmental." Teacher and/or peer evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.2.1 Continued	G. As a group, list at least 20 factors that are related to environment or may be inherited. Now form a circle of six or more people and do the Observation Exercise in the Appendix. H. Pretend you are going to have a child. What are some characteristics you would want your child to inherit? What are some characteristics that you have inherited from your parents? Could these be passes on to your child?	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characterisitcs of the Child

Competency: 4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.2.2 You will be able to identify common fallacies related to heredity and environment.	A. Read *Child Development* by Hurlock, pp. 2-11, 54-55, 78, 86, 89, 91, 138, 184, 279, 287-288. B. Bring in a fallacy (not previously discussed) to make a grafitti bulletin board.	4.2.2 Make a list of five fallacies.
4.2.3 When presented with fallacies about heredity and environment, you will be able to state supportive facts to disprove the fallacies according to the standards in the resources.	A. In small groups debate the fallacies listed in the Appendix. Support your argument against the fallacies with reasons found in the resources.	4.2.3 Select two of the fallacies about heredity and environment. (See list of fallacies in Appendix) Write as many facts rejecting these two fallacies as you can.
4.2.4 Given a list of environmental factors, you will select four factors and describe your feelings as to how each factor could be a good or bad influence on a child's growth and development.	A. Discuss with classmates the role televison plays in the development of a child. Think of good influences as well as bad influences that TV has. How do you feel about a young child's exposure to TV violence? B. Interview 5 parents (be sure to include fathers) to see how they feel about televison's influence on the growth and development of their children. List of suggested questions in the Appendix. C. Form an opinion on TV violence and its effect on children. See Appendix.	4.2.2 In a short essay, describe your feelings about the influence of 4 environmental factors on the growth and development of a child. Refer to Appendix. Self-evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.2.4 Continued	D. Read "Don't Complain About TV-Use It" by Louise Bates Ames in TV Guide, May 1, 1976. E. Observe a child care center and list 10 environmental factors in the center that might affect the child's growth and development. After your list is complete, consider how each factor may influence or affect a child. If you consider the factor a positive influence, mark + in front of the item. If you consider it a negative factor mark - in front of the item. Compare your list with that of your classmates. On what basis did you mark your factors? Discuss your list with your teacher. F. Sponsor a class debate (Champions vs Challengers) on the influence of the following environmental factors: 1) strict discipline 2) praise from others 3) freedom to choose what child wants to do 4) noisy and cluttered surroundings 5) a great deal of parental supervision 6) exposure to TV violence 7) family disagreements	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.2.4 Continued	H. Read about the culturally disadvantaged child. List negative and positive conditions about the child's environment which affect fulfillment of basic needs. Refer to Good Schools for Young Children, Leeper, pp. 452-453.	
4.2.5 Given a list of characteristics, you will select those characteristics that result from a detrimental (harmful) environment.	A. All people have the same basic needs, physical, mental, social and emotional. If you were a parent, what kind of environment would you provide for your child to meet each of these needs. What types of equipment activities, or atmosphere could you provide? What might some rules of activity, spoken or unspoken, be in the home or in the school? As a child care worker, what kind of environment would you create in a child care center to satisfy these needs? Discuss these needs within your group or with your teacher. B. Read Behind Every Face A Family, Fane, p. 48. Discuss Baby Alice's situation within your group. Answer the questions: 1) Do you think the behavior of Alice's parents will have any effect on Alice? 2) How do you feel about situations where children can hear their parents argue?	4.2.5 On the written test in the Appendix, select the characteristics that result from a detrimental and supportive environment.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.2 Demonstrates a knowledge of the effect of heredity and the environment on the growth and development of a child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.2.5 Continued	C. What does child abuse mean to you? In 5 minutes write down words or phrases which define child abuse. D. Read several magazine or newspaper articles and pamphlets on child abuse. E. Invite a guest speaker to class, perhaps a social worker or police to talk to you about child abuse. Prepare a list of questions ahead of time. F. Read the four case studies in the Appendix and contrast and discuss the differences in the home environments.	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.3 Develops an understanding of the physical growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.3.1 Given a list of characteristics for development of motor abilities, body elimination, feeding habits, sleeping habits, bathing habits, and cleanliness habits, you will arrange the characteristics in sequential order of development.	A. Read Looking at Development pp. 8-9, sections "What Is A Child Like?", "Using The Data Poster", and "How Does A Child Develop?" B. Looking at the Data Poster, discuss stages of physical development with your teacher and classmates. C. Make a journal about your physical development. Ask your parents, grandparents, aunts, and uncles what they remember about you when you were a child. Do they remember at what age you first walked, talked, began feeding and dressing yourself, developed control of your bladder and bowel movements, or when you learned to use fine muscles? Include dates, snapshots, or sketches of incidents about your physical development in your journal. Share your journal with classmates and compare your rate of development with the Data Poster. (This might be a good extended learning activity) D. Read The Developing Child, Brisbane pp. 171-195, 257-279. E. Do Observation of Physical Development Worksheet in Resource Materials for the Playschool, p. 37.	4.3.1 On a written test in the Appendix, arrange characteristics in order of development. OR Divide into groups or teams. Using the test questions in the Appendix, assume the role of each item and arrange in order of development. Begin with "I am __________ (name of characteristic), I come after __________" or "I come first." Teacher and/or peer evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.3 Develops an understanding of the physical growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.3.1 Continued	F. Read Child Care and Development, Ames, pp. 15-17. Discuss the differences in patterns of physical growth in a group. G. As a group task, observe children of the same age and see if you can see differences in physical growth. Record these differences and discuss your observations with the class. H. Read Caring for Children, Draper, Chapter 4. I. View filmstrip #5 - A Time For Adventure from the Series "The First Eighteen Months", Parents' Magazine.	
4.3.2 Given a list of developmental tasks, you will classify each task as being characteristic of a two year old child or a four year old child.	A. Read How Children Grow, Sogard, p. 7-10.	4.3.2 Classify developmental tasks as being characteristic of a two year old child or a four year old child on the written test in the Appendix.
4.3.3 Given a list of motor activities you will classify the activity as a small muscle (fine motor) or large muscle (gross motor) activity.	A. Review definition of gross motor and fine motor movements.	4.3.3 Classify activities as either small muscle (fine motor) or large muscle (gross motor) activity on a 20 item quiz in the Appendix.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.3 Develops an understanding of the physical growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.3.3 Continued	B. Observe children moving about. Record and classify the different motor activities of children at age one, two, three, four, five and six. Compare your movements to differences or similarities of movements collected by classmates. C. Select an age from one to six and develop a product to assist in fine motor or gross motor development for this age. Explain to the class how your product aids in physical development.	
4.3.4 Given a list of references, you will select physical development games appropriate for each age (one through six) using the guidelines in the resources.	A. Plan a physical activity suitable for 3 and 4 year old children. Role play your activity in class. Discuss the suitability of your activity for this age level. References: Child Growth and Development and Child Learning through Child Play, Gordon. B. Read Creative Movement for the Developing Child by Cherry and Preschool Games and Activities by Taetzsch. C. Using the Child Observation Chart from Appendix 85 in Preschool Games and Activities, by Taetzsch, try your games in several child care situations with different age levels. Record your observations and discuss them with your teacher and classmates. What game did the children enjoy best.	4.3.4 Make a file of physical development games suitable for ages one through six. OR Carry out a physical development game in a role playing situation. The rest of the class will evaluate game according to guidelines given in the resources.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.3 Develops an understanding of the physical growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.3.4 Continued	D. Make a chart of physical development games listing the following: 1) activity 2) age level for which this activity is suited 3) average physical capabilities for this age are..... 4) several ways this activity assists physical development are...... References same as A. Also Baby Learning Through Baby Play, Gordon, and The Developing Child, Brisbane.	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.4 Develops an understanding of the intellectual growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.4.1 Given a list of responses of children ages one to six, you will arrange the responses in order of mental development according to characteristics found in the resources.	A. Review How Children Grow by Sogard, and The Developing Child by Brisbane, Chapter 6. Note section "How a Baby Learns." Arrange to observe infants at the newborn stage, 3 month stage, 6 month stage, 9 month stage, 12 month stage, and 18 month stage. Compare infants observed with chart on pp. 156-157. Make a list of developmental tasks for infants at each stage. (Optional Activity. Use only if students do not have previous knowledge of infant development.)	4.4.1 On a written test in the Appendix, arrange characteristics in order of mental development. Teacher evaluation.
4.4.2 Given a list of mental tasks, you will classify the task as being characteristic of a two year old or a four year old, according to the standards in the resources.	A. Read The Developing Child by Brisbane, Chapter 9 & 12. B. View filmstrip Intellectual Development of Children, Set #2 in Child Care and Development Series. C. Using the book The Developing Child by Brisbane and the pamphlet How Children Grow by Sogard, make a chart comparing average mental abilities from ages one to six. D. View filmstrips How The Young Child's Mind Grows and Learning Every Day. Discuss the filmstrip with classmates.	4.4.2 On a written test in the Appendix classify mental tasks as being characteristic of a two year old child or a four year old child.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.4 Develops an understanding of the intellectual growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.4.3 Given Piaget's Stages of Development, you will classify a child's behavior as a behavior of the sensory-motor stage or as a behavior of the pre-operational stage, according to the standards in the resources.	A. Read about Jean Piaget in Making Connections. B. Read The Nursery School, pp. 249-264. Make an outline of the 4 stages of intellectual growth as described by Piaget. Make a list of mental tasks a child will be able to do during each stage.	4.4.3 On a written test in the Appendix, classify a child's behavior of the sensory-motor stage or pre-operational stage.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.5 Displays an understanding of the social growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.5.1 Given a list of social characteristics, you will classify the characteristics in order of age.	A. Read The Developing Child by Brisbane, pp. 224-227, 298-305. B. Read Learning About Children by Shuey, pp. 177-181. C. Prepare a chart of social characteristics of a child from one to six. D. Observe children from ages one to six and record the social characteristics exhibited by each age. E. Make a time line showing the development of social behavior from age one to six. F. Role play the social behavior of children at the ages of 18 months, 2 years, 3 years, 4 years, 5 years and 6 years. Demonstrate the characteristics of each. G. Make a developmental file and record the social characteristics for each age on 3" x 5" file cards. H. Prepare a workshop on the social characteristics of children for parents or other students.	4.5.1 Classify the characteristics in the Appendix in order of age and/or time line.

Task Area: 4.0 Displaying A Knowledge of the Developmental Characteristics of the Child

Competency: 4.5 Displays an understanding of the social growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.5.2 Given the social play behavior of a child, you will describe the characteristics of solitary, parallel and cooperative play.	A. Read Good Schools for Young Children by Leeper, pp. 243-245, 334-335, or read The Developing Child by Brisbane, pp. 225-227. B. Visit a child care center and observe at least 5 children at play. Observe the following points: age, sex, number playing; describe the situation. Record your observations on a 3" x 5" file card. After 5 children have been observed, classify the behavior on a separate sheet of paper and write a brief explanation for your answer. C. Observe 6 children at play: ages 18 months, 2 years, 3 years, 4 years, 5 years and 6 years in a child care center or at home. Record your observation and classify the type of play. D. Role play the three types of play. Discuss the characteristics exhibited.	4.5.2 Using the observations from Activity B, describe solitary, parallel, and cooperative play. Teacher and/or peer evaluation.
4.5.3 Given a set of observations describing a child's social behavior, you will evaluate the child's social behavior to see if it is below average, average or above average, according to a characteristic list.	A. Keep a journal of one child's social behavior for one week. Evaluate the child's behavior.	4.5.3 Complete the observation/evaluation form in the Appendix. Peer evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.5 Displays an understanding of the social growth and development of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.5.3 Continued	B. Compile a self-portrait of your social behavior when you were a child by interviewing your parents, grandparents, older friends, aunts, uncles, etc. Evaluate your behavior. C. Write a make-believe situation which will illustrate the social behavior of a child which is below average, average, and above average. D. Discuss the purpose of evaluating social behavior. E. In small groups, define below average, average, and above average social behavior.	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.6 Recognizes the emotional characteristics of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
4.6.1 You will analyze the emotional characteristics of children for the following ages: 18 months, 2 years, 2½ years, 3 years, 4 years, 5 years and 6 years.	A. Read The Developing Child, Brisbane pp. 197-202, 281-284. B. Read Child Care and Development, Ames, pp. 111-113. C. Prepare a chart of emotional characteristics of a child from one to six using the references in Activities A and B. D. Observe children from ages one to six and record the emotional characteristics exhibited by each age. E. Make a developmental file. Record the emotional characteristics for each age on 3" x 5" file cards. (Note: Activites C and E could be used as group activites to make a bulletin board, wall chart, etc., by assigning a particular age for each group to report on.) F. Make a time line on newsprint. Below the line list the emotional characteristics for each age.	4.6.1 Complete the essay test in the Appendix. Teacher and/or peer evaluation.
4.6.2 Given a behavioral situation, you will analyze the emotional response of a child as to its source, its expression, and how to deal with it, as outlined in the resources.	A. View filmstrip How Feelings Grow, Expressing Feeling, How to Deal with Fear, Love and Joy and Anger and Sadness.	4.6.2 Analyze the case study in the Appendix and discuss interpretations with the class. Peer evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.6 Recognizes the emotional characteristics of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.6.2 Continued	B. Read The Developing Child, Brisbane pp. 202-211, 285-289. C. Write and illustrate a story of a child care situation (nursery school, babysitting, family situation) which gives 5 emotional responses of children Analyze the responses for the source and expression and state how you would deal with it. D. Read The Nursery School, Reed, pp. 266-289, 291-311. E. In small groups, read the case study in the Appendix and discuss the emotional responses. F. Keep a journal. Observe the emotional responses of 5 children. Analyze the responses for their source and expression and state how you would handle it.	
4.6.3 Given a child to observe, you will evaluate the child's emotional behavior to determine if it is below average, average, or above average, according to the characteristics listed in The Developing Child.	A. Keep a journal of a child's emotional responses and evaluate them, according to The Developing Child, Brisbane. Your evaluation should contain 5 examples which support your conclusion.	4.6.3 Write a case study giving an example of either below average, average, or above average emotional behavior. Peer evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.6 Recognizes the emotional characteristics of a child from one to six

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.6.3 Continued	B. Select a TV show which has a child of age one through six on it and evaluate the child's emotional behavior. Your evaluation should contain 5 examples which support your conclusion. OR Read a book about a child age one through six and evaluate the child's emotional behavior. Your evaluation should contain 5 examples which support your conclusion. C. Using the time line in Activity F from Objective 4.6.1, collect examples of emotional behavior by observing various children. Place them on the time line according to their age. Compare the average behavior with the exhibited behavior. D. Role play the emotional behavior of children at 18 months, 2 years, 3 years, 4 years, 5 years and 6 years. Demonstrate the possible behaviors of children below average, average, and above average.	

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.7 Explores the effect of sex roles on the development of the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.7.1 When asked to compare the sex role differences between boys and girls, you will examine differences in each of the following areas of development: intellectual, physical, social, and emotional.	A. Read The Developing Child, Brisbane, pp. 223-224. B. Read Child Care and Development, Ames, pp. 25-26. C. Read Health for the Secondary Teacher, Hafen, pp. 146-152.	4.7.1 Discuss sex roles of young children. Include ideas about non-sexist education and how to prevent sexist views in our society. Peer evaluation.
4.7.2 Given a list of differences in the intellectual, physical, social, and emotional characteristics of boys and girls, you will describe your feelings on whether the characteristic is heredity or environmental.	A. Read 3 articles (stories, poems, songs, etc.) from Free To Be....You and Me. What characteristics are presented here? Are they due to heredity or environment? B. As a class, debate whether the various characteristics are heredity or environmental. C. Design a bulletin board on "Sex Roles: A Matter of Heredity or Environment?" D. Observe children during free play. Are the roles which children take due to heredity or environment?	4.7.2 Write a short essay. Select 5 characteristics from all areas of the compiled list in Activity G from Objective 4.7.1, and state whether the characteristic is heredity or environmental. Is the characteristic desirable? Could it be changed? Teacher and/or peer evaluation.

Task Area: 4.0 Displaying a Knowledge of the Developmental Characteristics of the Child

Competency: 4.7 Explores the effect of sex roles on the development of the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
4.7.3 Given a play situation, you will analyze your feelings on the sex roles of preschool children.	A. In small groups, discuss: 1) How would you feel if your little boy wanted to play with dolls? 2) If your little girl wanted to be an astronaut or space engineer? 3) Which bothers you the most: boys in girls' roles or girls in boys' roles? B. View film Sugar & Spice, Odeon. C. Role play the following situation: During free play in nursery school one little boy starts setting the table. A little girl says, "Boys don't do that." What would you do as a teacher? D. Hold a panel discussion on the following: How important is it for preschool boys and girls to learn the role that society demands? What problems or advantages exist for the boy who prefers feminine activites and the girl who prefers masculine activites? E. Read "Sexual Differences and How They Are Learned" by Janet Fithian in AMERICAN BABY, January 1974. F. View filmstrip, The Parent is a Teacher.	4.7.3 In a sharing circle, analyze your feelings on the sexual roles of children. Peer evaluation.

Appendix

LEARNING ACTIVITY
Objective 4.1.2

Activity E: Complete the pretest below. Discuss your answers with the class.

Pretest

List the seven major characteristics of development and explain what each of them means in your own words.

1.

2.

3.

4.

5.

6.

7.

LEARNING ACTIVITY
Objective 4.1.3

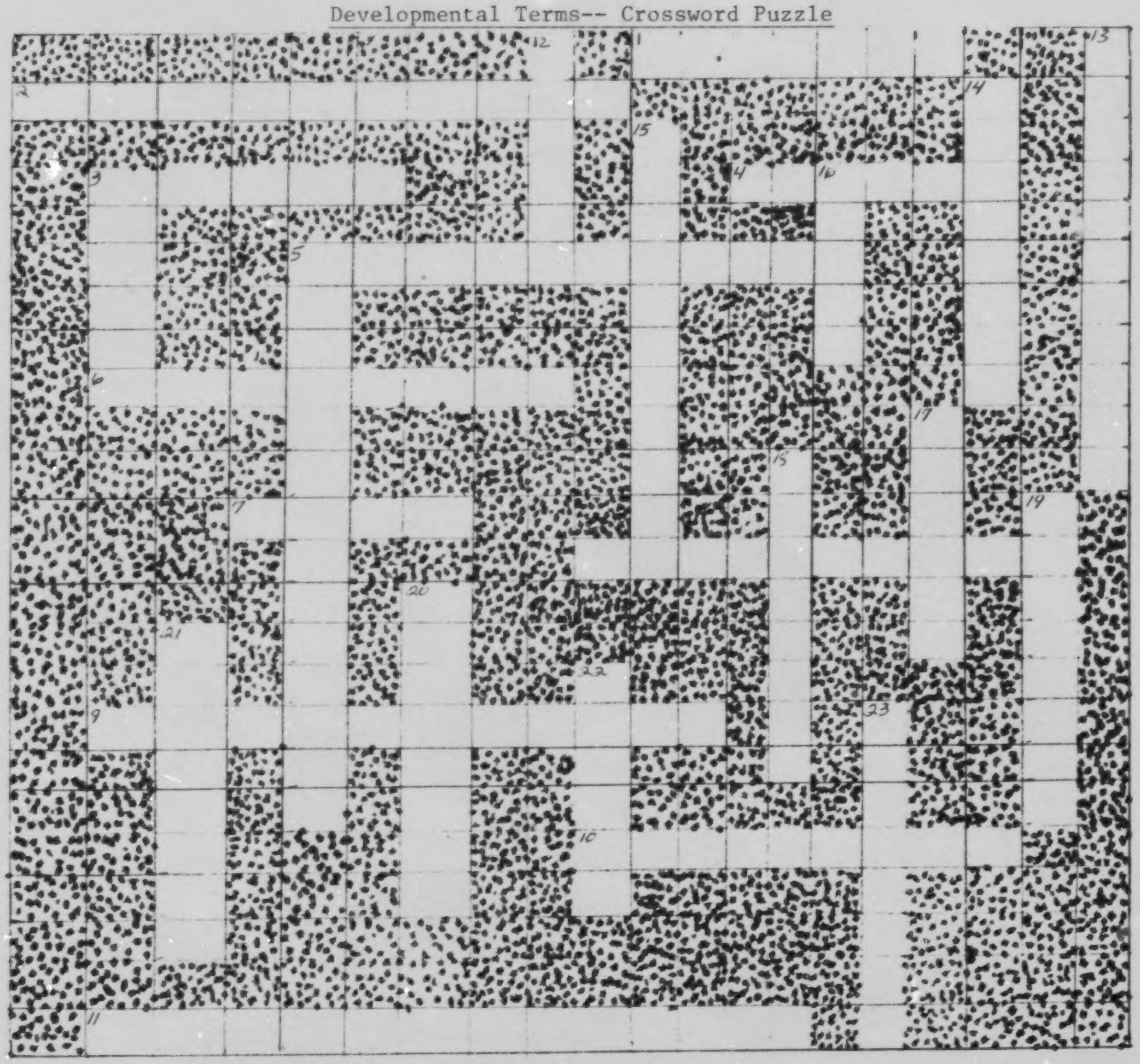
Activity A: Define the following developmental terms. Use The Nursery School, The Developing Child, Child Care and Development, Good Schools for Young Children, and a dictionary.

Developmental Terms

abstract
aggression
attention
auditory
chronological
cognitive
compliant
concrete
concrete operations
conformity
co-operative play
co-ordination
development
developmental task
domineering
disequilibrium
emotions
enuresis
environment
equilibrium
fine motor skills
formal operations
gross motor skills
growth
handedness
heredity
hostility
imagination
memory
motivation
motor
negativism
operations
parallel play
perception
petulant
physical
pre-operational stage
reasoning
sensorimotor stage
sequence
social
solitary play
visual

EVALUATION
Objective 4.1.3 -

Developmental Terms-- Crossword Puzzle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22
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23
10
11

Developmental Terms--Crossword Puzzle

ACROSS

1. Piaget's first stage which occurs from birth to two years of age is called the ____________ motor stage.
2. A personality trait of being bold and energetic in getting your own way.
3. Skills which require the use of large muscles are called __________ motor skills.
4. An essential part of learning in which the child remembers things.
5. Arrival at a more advanced or effective stage.
6. The genetic (inborn) characteristics handed to an individual by parents.
7. Skills which require the use of small muscles are called ____________ motor skills.
8. A normal period of development characterized by negative emotions.
9. A time when things are in good balance both inside the person and between the person and their environment.
10. The ability to observe something closely applying the mind.
11. A list or table of events in their order of occurence.

DOWN

3. The gradual increase in body and behavior is ________________.
5. A period when things go wrong and the child has trouble with themself and/or the world outside.
12. Piaget's fourth stage in which formal or abstract as well as concrete operations may be carried out.
13. Surroundings
14. Dealing with the body.
15. Play in which the child begins to play with other children.
16. Dealing with the movement of muscles.
17. Behavior dealing with other people.
18. Unreasonably irritable or ill-tempered.
19. Strong feelings arising subjectively rather than through conscious mental effort.
20. When the child plays alone he is engaged in ______________ play.
21. The following of one thing after another.
22. A term dealing with the ability to see.
23. A term dealing with hearing.

LEARNING ACTIVITY
Objective 4.1.3

Activity C: Play developmental football.

Developmental Football

The object of the game is to see which team can get the most points by correctly answering questions to make touchdowns.

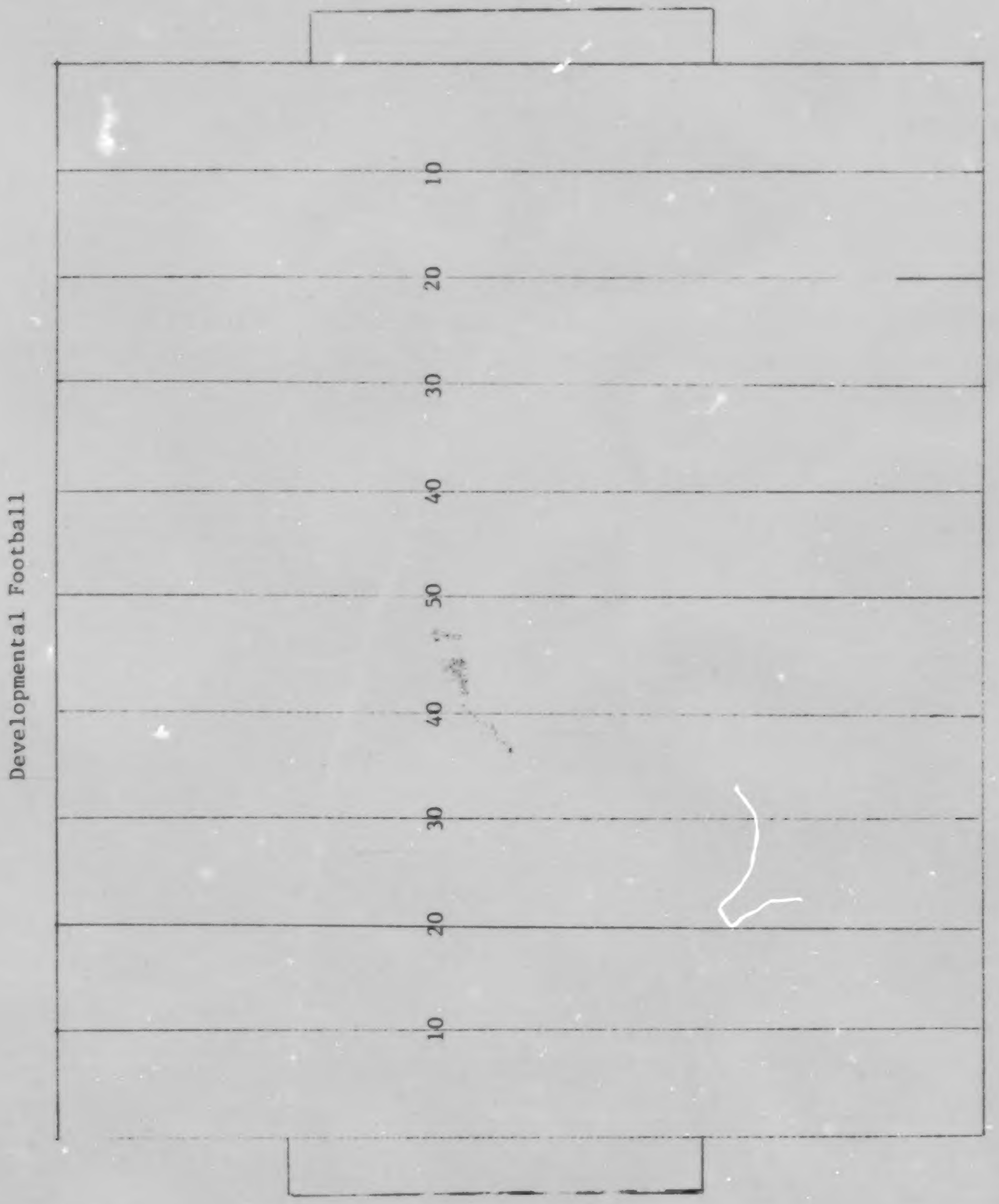
Directions: Draw a football field on the blackboard or on a piece of poster board. Cut out a construction-paper football and put tape on the back. Divide the class into two teams. Toss a coin to see which team gets the ball first. The team with the ball is asked questions until one is missed, then the other team gets the ball. To make a down (10 yards), the team must answer two questions (5 yards for each question). You have a penalty of 5 yards for an incorrect answer. A 5-yard penalty is also given for calling out answers or other distractions.

The questions to be used here are the terms and definitions. Either one may be given and the player must supply the other.

This game could be adapted to several objectives in this unit by changing the questions.

LEARNING ACTIVITY
Objective 4.1.3

Activity C: (Continued)


Developmental Football
10
20
30
40
50
40
30
20
10

EVALUATION

Objective 4.1.3 - Given a list of developmental terms and definitions, you will state the term which corresponds to the definition, according to the standard in the resources.

Developmental Terms--Matching Test

A. fine motor skill
B. gross motor skill
C. pre-operational stage
D. auditory
E. chronological
F. cognitive
G. concrete operations
H. perception
I. sensorimotor stage
J. sequence
K. motivation
L. attention
M. disequilibrium
N. equilibrium
O. parallel play
P. environment
Q. heredity
R. compliant
S. co-operative play
T. domineering
U. petulant
V. solitary play
W. negativism
X. growth
Y. development

__________1. Applying the mind to a sense of thought.
__________2. The child plays alongside another child and usually enjoys being with the other child, but is mainly interested in its own activity.
__________3. Child's ideas and what the environment really looks like are not the same.
__________4. Term dealing with hearing.
__________5. Arrival at a more advanced or effective stage.
__________6. A personality trait of being in agreement.
__________7. A personality trait trying to rule or control others.
__________8. The ability to use scissors correctly.
__________9. Dealing with the process of knowing or thinking.
__________10. Climbing or running or hopping.
__________11. The genetic (inborn) characteristics handed on to an individual by his parents.
__________12. A list or table of events in their order of occurence.
__________13. A time when things are in good balance both inside the person and between the person and their environment.
__________14. First stage of play behavior in which the child plays alone.
__________15. Surroundings.
__________16. A following of one thing after another.
__________17. Piaget's second stage.
__________18. The act of becoming aware.
__________19. Piaget's first stage.
__________20. Providing a reason or purpose to do something.
__________21. One child begins to play with other children.
__________22. Piaget's third stage of development.
__________23. A period in development characterized by the negative emotions of fear, anxiety, resentment, etc.
__________24. Gradual increase in body differentiation.
__________25. Unreasonable irritable or ill-tempered.

LEARNING ACTIVITY
Objective 4.2.1, 4.2.2

Activity C: Form a circle of six or more people and do the Observation Exercise below.

Observation Exercise

Make up a chart like the one below. Observe each person in the circle starting with the person on your left. Write one characteristic about each person classifying it as either hereditary or environmental. Some characteristics may fit into both or neither category; when this happens, place it into "?" category. See example below. Discuus your results with the group.

Name	Characteristic	Hereditary	Environmental	?
Suzy Jones	Natural curly hair	X		
Paul Smith	Poor eyesight			Is this due to poor reading habits or unusual strain on eyes or to inherited trait of parents?
Mike Tanner	Crooked teeth	X		
Jane Brown	Broken Arm		X	

EVALUATION

Objective 4.2.1 - Given the terms "heredity" and "environment," you will explain the meaning of the terms, how the terms differ, and how each term relates to growth and development, as given in the resources.

1. Define heredity and environment.

2. Explain the difference between the two terms heredity and environment.

3. In a brief paragraph explain how heredity and environment are related to the growth and development of a child.

EVALUATION

Objective 4.2.1 Given a list of factors, you will classify each factor as either hereditary or environmental, according to the standards in the resources.

The following list of factors may either be hereditary or environmental in nature. If you feel that the factor is hereditary, write "Hereditary" in the blank before the term. If you feel the that the factor is environmental, write "Environmental" in the blank before the term.

1. ______________ diabetes
2. ______________ brown hair
3. ______________ poor diet
4. ______________ large hands
5. ______________ attention from parents
6. ______________ Rh negative factor
7. ______________ blue eyes
8. ______________ red hair
9. ______________ clean water
10. ______________ height
11. ______________ poor diet
12. ______________ language dialect
13. ______________ proper prenatal care
14. ______________ lack of supervision by parents
15. ______________ clean air
16. ______________ small feet
17. ______________ improper shoes
18. ______________ tooth decay caused by poor nutrition
19. ______________ stuttering
20. ______________ brain damage of fetus due to poor nutrition of mother

EVALUATION

Objective 4.2.3 When presented with fallacies about heredity and environment, be able to state supportive facts to disprove the fallacies according to the standards in the resources.

Read the following fallacies, choose two, and then give as many supportive facts as you can to disprove the two fallacies.

1. Big feet are a sign of intelligence.
2. Redheads have bad tempers.
3. Beautiful but dumb.
4. Members of the female sex are weak and dependent while members of the male sex are adventursome and aggressive.
5. Redheads are accident prone.
6. Slow learners are slow forgetters; quick learners are quick forgetters.
7. He's a chip off the old block.
8. He hasn't a chance; look at his family.
9. She is a born musician.
10. A receding chin is a sign of weakness.

LEARNING ACTIVITY
Objective 4.2.4

Activity B   Suggested Interview Questions:

1. How late do you let your child stay up to watch T.V.?

2. What are two programs you would definitely not let your children watch?

3. What kind of programs do your children like to watch? Do you agree with their choices?

4. What are your feelings concerning the Saturday morning programs for children?

5. Do you feel that violence on T.V. affects your children's behavior?

LEARNING ACTIVITY
Objective 4.2.4

Activity D - T.V. Violence

Read these articles which state that violence on T.V. causes aggressive behavior in young children.

1. Bailin, Mariam, "T.V. Violence and Children: A New Report," McCall's, Volume 101 (October, 1973) pp. 40-41.
2. Cline, Victor B., "T.V. Violence: How it Damages Your Children," Ladies Home Journal, Volume 92, (February, 1975) pp. 72, 73, 75, 123, 125.
3. Steinfield, Jesse L., "T.V. Violence Is Harmful," Reader's Digest, Volume 102, (April, 1973) pp. 37, 38, 40, 43, 45.

In contrast, read this article by Snow who suggests that T.V. violence is not harmful to children.

1. Snow, Robert P., "How Children Interpret T.V. Violence in Play Context," Journalism Quarterly, Volume 51, (Spring, 1974) pp. 13-21.

Write your feelings about this controversial issue.

EVALUATION

Objective 4.2.4 Given a list of environmental factors, select four factors and describe your feelings as to how each factor could be a good or a bad influence on a child's growth and development.

Essay
How I Feel

You will find listed below factors that have some influence on the growth and development of a child. Consider how each factor could be a good influence or a bad influence. Select four factors and express how you feel each might affect the child's growth and development in that environment. Use examples of situations to help explain your feelings.

Strict discipline

Noisy and cluttered surroundings

Freedom to choose what child wants to do

Praise from others

A great deal of parental supervision

Exposure to violence on T.V.

Family disagreements

LEARNING ACTIVITY
Objective 4.2.5

Activity F: Complete the test below to decide what kind of home environment would be considered detrimental (harmful) to a child's growth. What kind of a home environment would be considered supportive for a child's growth and development? What could a child care worker do to make a day care center or nursery school supportive to a child's growth and development?

The following are characteristics that may be said to result from a detrimental (poor or harmful) environment or result from an environment that supports child growth and development. If you feel that the characteristic results from a detrimental environment, mark "D" in the blank before the characteristic. If you feel that the characteristic results from a supportive environment, mark "S" in the blank before the characteristic.

6 points for each item answered correctly.

_______________ 1. Child has badly decayed teeth.

_______________ 2. Child appears to be warm and friendly to others in the child care center.

_______________ 3. Child seems very sleepy and tired, can't keep eyes open during the learning activities in the nursery school.

_______________ 4. Child has open sores and cuts that have not healed visibly.

_______________ 5. Child looks anemic and pale.

_______________ 6. Child seems very withdrawn, does not seem to trust anyone to get close.

_______________ 7. Child appears to be well adjusted in nursery school.

_______________ 8. Child has bruises and discolored marks on arms, legs, and about the head.

_______________ 9. Child gets up as close as two inches to see puzzles or to see pictures in storybook.

_______________ 10. Child frequently screams, kicks, or creates a scene in order to get attention.

_______________ 11. Child is able to see at a normal distance when reading or working on puzzles.

LEARNING ACTIVITY
Objective 4.2.5

Activity G: Read the case studies below and discuss the differences in the home environments.

Consider the following case situations. Contrast the differences in the home environments and select the situation that bests supports child growth and development. Your answer should include the following points:

1. Four differences in the home environments are:

   a.

   b.

   c.

   d.

2.______________(Fill in the blank with the letter of the case situation) is the environment I believe best supports child growth and development.

3. My reason for this choice is . . . .

Case A. In the Brown home, father is rushing to leave for work when ten-month Susie awakens. She is ignored for some time before the mother gives her a bottle. Four-year-old Sharon tries to gain her mother's attention to help her with her shoe laces. Father does not have time to help with the two children. He demands to know why his breakfast is not ready. Sharon's mother remarks, "You should get up earlier to help me with the children if you want me to cook your breakfast." Father then curses and tells Sharon to hurry up, and when she cannot tie her shoe laces, he picks her up so hard that she bumps her arm badly on the back of a chair. Because he is in a hurry, he leaves without breakfast. He takes Sharon with him to drop her off at nursery school.

Case B. In the Smith home, ten-month Julie awakens to the sound of soft music coming from the radio in the kitchen. Her mother is preparing the family breakfast. Four-year-old Mary hears Julie cooing in her crib and goes to talk to her. Father stops by Julie's crib to help Mary tie her shoe laces, then helps Mary with her shirt. Mother takes Julie to her high chair in the kitchen while the family eats breakfast. The atmosphere is calm, busy, and congenial as Mary and Father leave for nursery school.

LEARNING ACTIVITY
Objective 4.2.5

Activity G: (continued)

Consider the following case situations. Contrast the differences in the home environments and select the situation that best supports child growth and development. Your answer should include the following points:

1. Four differences in the two home environments are:

   a.

   b.

   c.

   d.

2. __________(Fill in the blank with the letter of the case) is the environment I believe that best supports child growth and development.

3. The reason for this choice is . . . .

Case C. In the Brown home, father has just returned from a hard day at work. He stopped by nursery school to drive four-year-old Sharon home. Sharon was eager to tell her father about the exciting visit to the fire station where she got to ride on the big fire truck. The heavy traffic made her father irritable and unwilling to listen to her excited chatter. When they got home, father became very angry. The baby was screaming and Sharon's mother was out in the backyard sunbathing. Sharon ran to the baby and announced to her father that the baby had dirty diapers. Father seemed unhappy about changing the baby's diapers and even more unhappy about the fact that dinner was not ready. Sharon found a bag of potato chips in the kitchen and sat down to eat in front of the T.V. When Sharon's mother saw the potato chip crumbs on the floor, she grabbed her arm and told her to go to her room.

Case D. In the Smith home, baby Susie has just been awakened by mother who is changing her soiled diapers. Just as she finished, the door opens and in comes four-year-old Mary to tell her about her visit to the fire station and about riding on the big fire truck. Mother listens to Mary's chatter as she prepares dinner. Father enters looking tired. He stops by the baby's crib to pick up the baby. A cool glass of iced tea is waiting in the kitchen for him. He asks about his wife's day as he sits down by Mary to look at the picture she has drawn in nursery school which shows the big fire truck.

EVALUATION

Objective 4.3.1 Given a list of characteristics for development of motor abilities, body elimination, feeding habits, sleeping habits, bathing habits, and cleanliness habits, you will arrange the characteristics in sequential order of development, according to the standards in the resources.

1. Arrange the following fine motor characteristics in order of development numbering 1 through 5. Which characteristic is likely to appear first, second, and so on.

________Manipulates pencil well enough to draw and print a few letters.
________Handles spoon to partly feed self.
________Likes to put objects into and out of any handy receptacle.
________Colors within lines fairly well.
________Likes to string beads on a string.

2. Arrange the following gross motor characteristics in order of development, numbering 1 through 6.

________Skips on alternate feet.
________Walks without falling.
________Totters while walking only a few steps.
________Crawls on floor.
________Rides a bicycle.
________Turns a somersault.

3. Arrange the following feeding habits in order of development, numbering 1 through 4.

________Chewing is still ineffective because teeth are all in front.
________Can now use a knife for spreading food but cannot yet cut meat.
________Eats mainly baby foods and some foods from the family table.
________Can now feed self and can eat well, but demands for attention may be excessive. Is easily distracted from eating.

EVALUATION
Objective 4.3.1 (continued)

4. Arrange the following sleeping habits in order of development, numbering 1 through 4.

_______Sleeps during a good part of day and night.
_______Makes many bedtime demands, wants to take toys and books to bed. Still wears diapers to bed.
_______Wakens only in the night for toileting and usually needs a little help from an adult.
_______Wakes up in the night for toileting, but does not wake up mother.

EVALUATION

Objective 4.3.2 Given a list of developmental tasks, classify each task as being characteristic of a two-year-old child or a four-year-old child, according to references listed in learning activities.

I. The following list of developmental tasks are characteristic of two different ages. If you feel that the task is more characteristic of a two-year-old, then write the number two before the task. If you feel that the task is more characteristic of a four-year-old, then write the number four before the task.

A. _____ Climbs stairs but has difficulty in getting down.

B. _____ Rides a tricycle.

C. _____ Can now string big beads.

D. _____ Is now able to walk without falling.

E. _____ Can manipulate pencil to make letters.

F. _____ Can use scissors to cut paper.

G. _____ Can stack a few blocks to build a tower.

H. _____ Mainly interested in activities that use larger muscles.

I. _____ Can use spoon for feeding self, keeping spoon from turning so that food does not spill.

J. _____ Can button front buttons of coat and shirt.

K. _____ Can tie shoe laces.

L. _____ Can control bladder.

M. _____ Continues learning by touching, tasting, feeling, and putting objects into mouth.

EVALUATION

Objective 4.3.3 Given a list of motor activities, classify the activities as a small muscle (fine motor) or large muscle (gross motor) activity, according to the standards in the resources.

From the list of motor activities, decide which are gross motor activities and which are fine motor activities. If you feel that the activity is a gross motor activity, write "G" in the blank. If you feel that the activity is a fine motor activity, write "F" in the blank.

1.____ jumping

2.____ standing on head

3.____ hopping

4.____ turning a somersault

5.____ running

6.____ cutting paper with scissors

7.____ manipulating a pencil to draw

8.____ balancing on plank

9.____ skipping

10.____ tying shoe laces

11.____ string beads on a string

12.____ buttoning buttons on a coat

13.____ riding a bicycle

14.____ writing name on paper

15.____ pastes bits of paper on large paper

16.____ works wooden puzzles

17.____ climbing

18.____ jumping rope

19.____ using hammer to pound nail in wooden block

20.____ models playdough

EVALUATION

Objective 4.4.1 Given a list of responses of children ages one to six, arrange the responses in order of mental development according to characteristics found in the resources.

1. Arrange the following characteristics in order of mental development, numbering 1 to 6:

____ Puts simple puzzles together by reasoning rather than by trial and error.

____ Points to ball and says, "Ball."

____ Picks up car keys and puts in mouth, feels coldness, hears jingle of keys hitting together and "coos" with delight.

____ Asks questions, "Where did I come from?"

____ When finishing milk, cannot say "All gone."

____ Runs to bring tissue box to mother when asked to do so.

2. Arrange the following responses in order of development, numbering 1 to 6:

____ Can add correctly within the number five using fingers to add.

____ Hollers, "More cookie, Mommy!", suggesting more than one cookie.

____ Counts 3 apples correctly, points to each apple while counting.

____ Writes numbers accurately and knows addition by heart.

____ Wants two crackers, "One for this hand, (left), and one for this hand (right).

____ Can write a few numbers but not able to identify what is written.

EVALUATION

Objective 4.4.2 Given a list of mental tasks, classify the task as being characteristic of a two-year-old or a four-year-old, according to the standards in the resources.

The following list of responses are mental tasks characteristic of two different ages. If you feel that the task is more characteristic of a two-year-old, then write the number 2 before the task; if you feel that the task is more characteristic of a four-year-old, then write the number 4 before the task.

____ On command, the child can put a ball on, under, in front of, or in back of a chair.

____ Likes to turn pages of a book and point at things he recognizes.

____ Uses words as, "Up high" when he wants to be picked up.

____ Loves to listen to stories with nonsense phrases.

____ Likes to listen to stories about "me," "I," "Daddy," "Mommy."

____ Writes name on paper correctly.

____ Understands the meaning of the word "bigger" when comparing two objects.

____ Speaks only in short simple sentences.

____ Cannot name or match colors correctly.

____ Can just now put 2 of 3 forms (a square, a triangle, a circle) in the hole that each form fits.

____ Can understand verbal directions.

____ Can tell his street and city.

____ Asks lots of "why" questions.

EVALUATION

Objective 4.4.3 Given Piaget's Stages of Development, classify a child's behavior as a behavior of the sensory-motor stage or as a behavior of the pre-operational stage, according to the standards in the resources.

The following list of behaviors can be classified as being a behavior in the sensory-motor stage or in the pre-operational stage of Piaget's stages of intellectual development. If you feel that the behavior is more like behavior of the sensory-motor stage, write "sensory-motor" in the blank before the behavior. If you feel that the behavior is more like behavior of the pre-operational stage, write "pre-operational" in the blank before the behavior.

1.________________________ Puts rubber ball to mouth, feels coldness, turns ball around while tasting ball with tongue.

2.________________________ Begins to recognize the number 4 meaning four items.

3.________________________ Gallops like a horse across room.

4.________________________ Recognizes mother and learns to trust her because of her good care and attention.

5.________________________ Bangs metal keys on table over and over and "coos" with delight.

6.________________________ Fingers rattle and puts rattle in mouth.

7.________________________ Will look for rattle when child has dropped it.

8.________________________ Can name objects like "ball, "dog", and "Mama".

9.________________________ Can stack 10 blocks on top of each other without blocks falling over.

10.________________________ Writes name correctly on paper.

EVALUATION

Objective 4.5.1 Given a list of social characteristics, classify the characteristics in order of age, according to the standards in the resources.

Social Characteristics

Using your chart and/or time line, classify the following characteristics as to the age which it occurs. Place the correct age in the blank beside the characteristic.

Ages: 1½, 2 yr., 2½ yr., 3 yr., 4 yr., 5 yr., 6 yr.

_____ 1. More interested in friends than adults.

_____ 2. Possessive of belongings.

_____ 3. Speech becomes important in social growth.

_____ 4. Sunny, congenial, and eager to please in personal relations.

_____ 5. Negative period in relationships.

_____ 6. Enjoys members of own family but mother is most important.

_____ 7. Plays best in groups of 3 or 4.

_____ 8. Social relations are marked by friction, aggression, threats, stubbornness, and rudeness.

_____ 9. Personal relations are dominated by taking, not giving.

_____ 10. Plays best in groups of 5 or 6.

_____ 11. Finds it is more fun to have someone to play with.

_____ 12. Learning to play with others, shares, and asks for things.

_____ 13. Identifies with adults more than with children.

_____ 14. Prefers friend own age and sex.

_____ 15. Mother is no longer the center of the universe--begins to seek friends.

EVALUATION
Objective 4.5.3 Given a set of observations describing a child's social behavior, evaluate the child's social behavior to see if it is below average, average, or above average, according to the characteristics list.

Evaluating Social Behavior

Select a child between the ages of 1 and 6 to observe. Collect the following information:

Age:________________
Sex:________________

Description of 15 minutes of behavior.

EVALUATION: (From the above description, determine if the child's social behavior is below average, average, or above average. You must include examples which support your conclusion.)

EVALUATION

Objective 4.6.1 Analyze the emotional characteristics of children for the following ages: 18 months, 2 years, 2½ years, 3 years, 4 years, 5 years, and 6 years, according to the standards in the resources.

ESSAY TEST

1. Write a comparison of the emotional characteristics of children at the ages listed below. Compare the ages in which they go through periods of disequilibrium (negativism, displays of anger, fear, jealousy, etc.) and periods of equilibrium (compliant, calm, etc.).

2. In a brief paragraph, analyze the reasons why they display these characteristics. Look at the factors which cause them to go through periods of stability and then instability.

Ages: 18 months, 2 years, 2½ years, 3 years, 4 years, 5 years and 6 years.

LEARNING ACTIVITY
Objective 4.6.2

Activity E: In small groups, read the case study below and discuss the emotional response.

Analyzing Emotional Responses
Case Study for Class Discussion

Mary Ann attends the ABC Nursery School where you are an aide. She is 4 years old and this is her second year at the school. She has always been easy going and friendly with other children and adults. Recently she doesn't seem to get along with anyone. She gets into fights with the other children, and then runs to you to look at her bumps and bruises. She is constantly complaining about feeling sick even though she looks healthy.

This change in behavior has alerted you that something has happened. After talking with her mother, you learn that her younger brother has been very sick and has required her mother's attention. She has not noticed any change in Mary Ann's behavior.

From the above information, analyze the emotional response of Mary Ann. Include the source (reason why) of the response, its expression, and how you will handle it.

EVALUATION
Objective 4.6.2 Given a behavioral situation, analyze the emotional response of a child as to its source, its expression, and how to deal with it, as outlined in the resources.

Analyzing Emotional Responses

David is 3 years old and has just come to the ABC Nursery School. David is shy about making friends, but he seems to enjoy being at the nursery school. A few days after he comes to the school, you plan a trip to a fire station.

The minute David sees the fire truck, he begins to cry. You try to comfort him, but nothing seems to work. You finally have to leave the area with him. After talking with him for a few minutes, you find out his family's house burned recently.

From the above information, analyze the emotional response of David. Include the source (reason why) of the response, its expression, and how you would handle it.

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Task Area 5.0

Protecting and Promoting the Physical and Emotional Health of the Child

DeAR
DAddy
I
love
you.
It is Valentine's Day

CATHY

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Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.1 Assists each child in physical growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.1.1 Given a list of a child's developmental needs, you will identify the physical needs of the child.	A. Make a bulletin board displaying the child's physical needs. B. Present a panel discussion to class on the child's physical needs. C. Identify your physical needs. Discuss any similarities or differences. D. Read Looking for Health, pp. 8-16. E. Using the Directions in Development chart from Education Development Center, identify any changes in physical needs that may occur.	5.1.1 Make a collage or poster of the child's physical needs. Peer evaluation.
5.1.2 Given the physical needs of the child, you will emphasize the importance of personal cleanliness and cleanliness in the environment for the child's health.	A. Read Ch. 6 in When Your Child is Ill. B. Present a puppet show to teach children the importance of cleanliness. C. Draw cartoons dealing with cleanliness. D. Read The Developing Child, pp. 180-181. E. Present a Pigpen vs. Lucy debate on cleanliness. F. Participate in a panel discussion on the effects of an unclean environment.	5.1.2 Design a poster emphasizing the importance of cleanliness. Class evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.1 Assists each child in physical growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.1.2 Continued	G. Analyze methods in which you maintain cleanliness. H. Discuss personal reactions to a clean and neat child versus a dirty, sloppy child. How might this effect your interaction with the child? Role play and discuss child's and student's feelings.	
5.1.3 Given the physical needs of the child, you will choose activities and exercises which will promote the child's health.	A. Refer to Suzy Prudden's Creative Fitness for Baby and Child, Suzy Prudden and Jeffery Sussman, pp. 105-152. B. Read The Developing Child, pp. 177-179. C. Have a day care worker or preschool teacher demonstrate appropriate activities to the class. D. Observe a day care worker performing activities with the children. E. Analyze how you are being helped by the exercise.	5.1.3 Select two activities appropriate for children and demonstrate to the class.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.1 Assists each child in physical growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.1.4 Given information on the physical needs of the child, you will develop a program outlining the proper dental care as given in the resources.	A. Read The Developing Child, pp. 344. B. Read For Good Dental Health, Start Early, National Dairy Council. C. Read Looking for Health, pp. 13-14. D. Write a summary of your dental history outlining the dental care you have taken. E. Design a bulletin board emphasizing proper dental care. F. Refer to Children's Tracks, poster from Education Development Center. G. Make a display of dental equipment-toothbrushes, toothpaste, dental floss, etc. H. Present a puppet show to children to teach proper brushing and dental care. I. Discuss feelings about going to the dentist. Compare your feelings with a young child's. J. Read Food and Care for Dental Habits, National Dairy Council. K. Contact a dentist or dental hygienist to find out their reccommended dental care program.	5.1.4 Present a poster or chart outlining your proposed dental program. Class evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.1 Assists each child in physical growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.1.4 Continued	L. Read Your Child's Teeth, American Dental Association. M. Read State of West Virginia Licensing Requirements for Day Care Centers, pp. 26-27.	
5.1.5 Given the physical needs of the child, you will list the immunizations necessary for protection of the child's health.	A. Refer to When Your Child is Ill, Ch. 5; especially p. 93. B. Read The Developing Child, pp. 444-446. C. Read Your Child From 1 to 6, pp. 72-74. D. Refer to Children's Tracks, poster Education Development Center. E. Talk to a nurse or doctor to find the immunizations recommended. F. Make a list of the immunizations you had when you were a child. G. Discuss feelings about shots. Role play an immunization session and discuss the helping role the adult may play. H. Read Memo to Parents About Immunizations, Metropolitan Life.	5.1.5 List the necessary immunizations. Check your list with those in activities A, B, or C.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.1 Assists each child in physical growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.1.6 Given the physical needs of the child, you will describe the sleep needs of the child according to level of development as given in the resources.	A. Read Sleeping Habits, Department of Health, New York. B. Read The Developing Child, pp. 191-192 and 276. C. Read Your Child From 1 to 6, p. 10. D. Keep a record of the amount of sleep of a young child--brother, sister neighbor, etc. E. Participate in a panel discussion of effects of too little and too much sleep. F. Observe preschool children during their rest time. G. Brainstorm ways of promoting good sleep habits in children.	5.1.6 Write a paragraph describing the sleep needs of a child and their effect upon physical growth.
5.1.7 Given information on medical care of the child, you will justify physical health checkups for the child's health.	A. Read Watching Your Child's Health, Metropolitan Life. B. Read Your Child From 1 to 6, pp. 71-72. C. Interview a doctor or nurse and discuss the importance of regular health checkups.	5.1.7 Write a paragraph justifying health checkups for the child. Class evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.1 Assists each child in physical growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.1.7 Continued	D. Design a newsletter urging parents to obtain periodic checkups for their child or children. E. Present a puppet show to children to explain medical examinations. F. Talk to children to discover their feelings about going to the doctor.	
5.1.8 Given the importance of good eyesight, you will identify the proper care for young children.	A. Refer to Children's Tracks, poster from Educational Development Center. B. Read Your Child From 1 to 6, pp. 86-87. C. Design a bulletin board showing the results of poor eye care. D. Produce a 'TV' show designed to promote good eyesight in children. E. Read Memo to Parents About Your Children's Eyesight, Metropolitan Life. F. Present a discussion on wearing glasses. G. Read Looking for Health, Metropolitan Life, pp. 14-16.	5.1.8 Present an oral report and/or program to the class emphasizing the proper eye care. Class evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.2 Assists each child in emotional growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.2.1 Given the emotional needs of the child, you will recognize the importance of interaction for the child's emotional health.	A. Read State of West Virginia Licensing Requirements for Day Care Centers, p. 28. B. Actively assist in the child's daily routine in the child care center or elementary school. C. Observe young children during the day and respond to how the developmental needs of the child have been met. D. Role play a day care aide interacting with a young child. (See Appendix) E. Imagine you are training day care aides and present reasons for interacting with children. F. Discuss a child's possible feelings about experiencing very little interaction. G. Read Your Child's Emotional Health, Wolf, pp. 1-11.	5.2.1 Write a short essay on the importance of interaction. Teacher and/or peer evaluation.
5.2.2 Given an emotional illness, you will display the appropriate methods for dealing with an illness.	A. Role play situations dealing with emotional difficulties. B. Observe a day care worker dealing with a child with emotional difficulties.	5.2.2 Role play appropriate methods for dealing with emotional illness. Peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.2 Assists each child in emotional growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.2.2 Continued	C. Class discussion on what a day care aide might do when faced with an emotionally disturbed child. D. Present a mini-program to parents encouraging proper treatment of emotional illness. E. Make a list of emotional illnesses of children and give possible causes. F. Interview a doctor or nurse to learn ways of dealing with emotional illness.	
5.2.3 Given a list of children's fears, you will demonstrate the appropriate techniques for dealing with these fears.	A. Make a list of common fears of children recalling your fears when you were young. B. Talk to a child to find out things which are scary. C. Under a teacher's supervision, work with one child--brother, sister, etc. to help them get rid of a fear. D. Develop a phobia list. E. Discuss methods which help relieve your fears. F. Read *Your Child's Emotional Health*, Wolf, pp. 15-17.	5.2.3 In small groups, design and role play a situation that will demonstrate techniques of relieving fears. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.2 Assists each child in emotional growth

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.2.3 Continued	G. Read Your Child From 1 to 6, pp. 36-37. H. Read Chats with Parents...Children's Fears, Cooperative Extension Service, West Virginia University. I. Read Your Child's Fears, Ross Laboratories.	
5.2.4 Given information on children's fantasies, you will relate the role of fantasy in the child's emotional health.	A. Read The Developing Child, Brisbane, pp. 237, 238 and 311. B. Talk to children and look for signs of fantasy. C. Set up a situation in which you may experience fantasy. D. Develop a list of normal and abnormal fantasies. E. Recall fantasies you experienced as a child. (Don't forget Santa Claus, Easter Bunny or the Tooth Fairy.) Try to discover the role your fantasies had in your development. F. Read Mamie! My Bestest, Mostest Wonderful Friend, Helm. (In Appendix) G. Have a sharing circle on "Fantasy Friends." Did you have a fantasy friend? Why might a child invent a friend? How should one react to a fantasy friend.	5.2.4 Participate in a class discussion on the role of fantasy in a child's health. Peer evaluation. (Guidelines in Appendix)

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.3 Observes, reports and records signs of emotional and physical illness in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.3.1 Given a list of communicable diseases, you will identify the common communicable diseases and list the symptoms of each.	A. Interview a doctor or nurse to obtain information on symptoms of illnesses. B. Make a bulletin board or chart displaying the diseases and symptoms of each. C. Read Your Child From 1 to 6, DHEW, pp. 82-83. D. Refer to When Your Child is Ill, Karelitz, Part II, especially pp. 501-506. E. Read The Developing Child, Brisbane, pp. 454-456. F. Make a list of illnesses which you had when you were a child. G. Refer to Children's Tracks, poster from Educational Development Center. H. Read Summary of Communicable Diseases Common Among Children, Texas State Department of Health.	5.3.1 Complete the objective test in the Appendix.
5.3.2 When presented with a list of symptoms, you will recognize general signs which may indicate a physical and/or emotional problem.	A. Read Your Child From 1 to 6, DHEW, p. 77.	5.3.2 Using the case studies in the Appendix, select signs which indicate physical and/or emotional problems (cont.)

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.3 Observes, reports and records signs of emotional and physical illness in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
5.3.2 Continued	B. Observe a group of children and list any signs of physical and/or emotional problems. C. Interview mothers to learn signs which indicate their child is not feeling well. D. View film Looking at Children, Metropolitan Life. E. Read "A Parent's Guide to Health: Warning Signals in Children," Family Circle, June 1974. F. Brainstorm symptoms which indicate emotional or physical illness. G. Read Looking for Health, Metropolitan Life, p. 28. H. Read Your Child's Emotional Health, Wolf.	5.3.2 (cont.) in children. Teacher and/or peer evaluation.
5.3.3 Given a list of physical and emotional illnesses, you will recognize the interaction effects of physical and emotional health as outlined in the resources.	A. View film, If These Were Your Children, Metropolitan Life. B. Brainstorm ways in which your emotional and physical health affect each other. C. List ways in which physical health is affected by emotions.	5.3.3 Participate in a class discussion on the interaction effects of emotional and physical health. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.3 Observes, reports and records signs of emotional and physical illness in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.3.3 Continued	D. Recall emotional stress events in your life and describe, in a sharing circle, any effects on your physical health. (Example: nausea before taking an exam.)	
5.3.4 Given symptoms of illnesses, you will recognize symptoms which require consultation by a doctor and/or isolation.	A. Read Your Child From 1 to 6, DHEW, pp. 84-88. B. Interview a doctor or nurse to discover symptoms which require serious treatment. C. Brainstorm a list of symptoms and possible treatments. Include all areas of physical health. D. Refer to When Your Child is Ill, Karelitz. E. Discuss with the group any situations in which you were isolated because of illness. F. View filmstrip "When a Child is Ill" from Child Development and Child Health, Parents' Magazine Films.	5.3.4 Complete the checklist of symptoms of illnesses in Appendix. In small groups, discuss and check each other's list by applying the criteria in the resources.
5.3.5 Given a child's illness, you will describe the correct procedure for reporting and recording signs of the illness as identified at the fieldsite.	A. Interview day care workers to learn the procedures for reporting and recording illnesses in the center.	5.3.5 Write a paragraph describing the procedure for reporting and recording illnesses. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.3 Observes, reports and records signs of emotional and physical illness in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.3.5 Continued	B. Make a bulletin board describing the common procedures for reporting illnesses. C. Role play a situation where you call the doctor to report an illness. Discuss possible outcomes with the class.	
5.3.6 Given a sick child, you will display active listening with the child and interact accordingly.	A. Read The Developing Child, Brisbane, pp. 446-451. B. Role play a situation in which the learner interacts with a 'sick' child. C. Interview or observe a pediatric nurse to find out how to work with sick children. D. In small groups , define active listening. Discuss any possible difference from listening. E. In groups of two, role play active listening by using the outline in the Appendix.	5.3.6 Choose different partners and role play the use of active listening (working with sick children) by using the checklist in the Appendix.
5.3.7 Given a list of common allergies you will recognize symptoms of an allergic reaction.	A. Brainstorm a list of items which might cause an allergic reaction. B. Discuss your feelings about any allergies you have and the treatment for your allergy.	5.3.7 Develop a list of allergic symptoms. Compare your list with that in activity D or E.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.3 Observes, reports and records signs of emotional and physical illness in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.3.7 Continued	C. Design a bulletin board on allergies. D. Read When Your Child is Ill, Karelitz, pp. 17-32. E. Read Your Child From 1 to 6, DHEW, pp. 80-81. F. Interview mothers of friends on any allergies they have discovered and what led to the discovery.	
5.3.8 Given a list of behaviors, you will identify behaviors which may indicate a child has an emotional illness.	A. View film If These Were Your Children, Metropolitan Life. B. Participate in a class discussion on behaviors which indicate emotional illness. C. Brainstorm differences between emotional illness and emotional distress. Use the examples in the Appendix. D. List physical symptoms which may indicate an emotional illness. E. Read Your Child's Emotional Health, Wolf, pp. 25-28. F. Review newspapers or magazines for articles on emotional illnesses in children.	5.3.8 Using the checklist in the Appendix, check the behaviors which may indicate an emotional illness. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.3 Observes, reports and records signs of emotional and physical illness in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.3.9 Given a suspected case of emotional disturbance, you will list the proper agencies for referral.	A. Make a list of agencies in your community that provide counseling for children. B. Have a speaker from a mental health related field speak on services to children.	5.3.9 List agencies which deal with emotional illness.
5.3.10 Given the average physical abilities of children, you will identify symptoms and kinds of perceptual problems in children.	A. Read Looking for Health, Metropolitan Life, pp. 14-18. Watch for symptoms of perceptual problems. B. Brainstorm problems and definitions of a perceptual problem. C. List common perceptual problems of children. D. Observe children in a preschool and list any perceptual problems you see.	5.3.10 List symptoms for the following perceptual problems: Hearing, Seeing, Others. Compare your list with the teacher summary for Activity A.
5.3.11 When given physical or emotional illnesses, you will record on proper confidential records the correct information.	A. Have principal come to class and talk about confidentiality of records. B. Read Day Care: Serving Preschool Children, Cohen, p. 100.	5.3.11 Participate in a class discussion of importance of confidentiality. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.4 Knows and practices first aid and emergency procedures

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.4.1 Given the necessity for adequate emergency care, you will identify and plan the procedure to be followed in an emergency situation.	A. Contact your county health nurse for help in planning emergency routines. B. Brainstorm ideas on the procedures to be followed in an emergency situation -- severe bleeding, broken limb, etc. C. Discuss the consequences of having no plan to handle emergency situations. D. List factors which must be considered in developing an emergency plan. E. Read Your Child's Safety, Metropolitan Life, pp. 22-23. F. Read In Case of Emergency.... Bell Telephone. G. Read Accident Handbook, A New Approach to Children's Safety, Children's Hospital Medical Center, Boston, p. 7. H. View filmstrip "When Minutes Count" from Child Development and Child Health, Parents' Magazine Films.	5.4.1 Make a poster showing your plan for emergency procedures. Peer or self-evaluation using the checklist in the Appendix.
5.4.2 Using your research notes, you will organize a first aid kit and an instruction chart of first aid procedures for simple emergencies such as: cuts, burns, insect bites, and abrasions according to the (cont.)	A. Read "Hints on First Aid," When Teenagers Take Care of Children, DHEW, pp. 51-54.	5.4.2 Evaluate the learner's kit and instruction chart. If obtaining materials is not possible, illustrate the kit. Use the teacher's checklist for evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.4 Knows and practices first aid and emergency procedures

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.4.2 standards in the Red Cross Textbook.	B. Read Red Cross First Aid Manual, American National Red Cross, pp. 11-16, 70-78, 103-117, and 155. C. Read The Developing Child, Brisbane, pp. 437-439. D. See film Emergency 77, Metropolitan Life. E. Create a display of essential items for a first aid kit. Include optional items. F. Divide into groups and role play nursery school situations in which a minor injury has occurred and an aide reacts. G. Refer to First Aid Facts, wall chart from Johnson and Johnson. H. Read Your Child From 1 to 6, DHEW, pp. 89-91. I. Read Accident Handbook, A New Approach to Children's Safety, Children's Hospital Medical Center, Boston, pp. 8, 12-15, and 29.	
5.4.3 Given a simple emergency as listed in 5.4.2, you will demonstrate the first aid procedures according to Red Cross guidelines.	A. Observe a first aid instructor demonstrating first aid procedures.	5.4.3 Demonstrate one first aid procedure chosen randomly, according to Red Cross Guidelines. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.4 Knows and practices first aid and emergency procedures

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.4.3 Continued	B. Refer to Emergency Care of Sickness and Accidents Occurring at School, West Virginia State Department of Health. C. In groups of two, demonstrate the first aid procedures. D. Complete pp. 1-29 and 37-43 in First Aid, Johnson and Johnson. E. Read The Pocket Guide to Babysitting, DHEW, p. 44.	
5.4.4 Given the information on first aid treatment of serious emergencies such as: shock from poisoning, excess bleeding, broken limb, fainting, blow to the head and stopped breathing, you will perform the necessary first aid according to the standards in the resources.	A. Read The Developing Child, Brisbane, pp. 435-444. B. In groups of two or three, select and discuss one of the "keys to thinking" on p. 444, The Developing Child. C. See film Breath of Life, American Heart Association. D. Practice mouth to mouth resuscitation on the Red Cross, "Resusci Annie." E. See film First Aid on the Spot, Encyclopedia Britannica Educ. Corp. F. Role play a serious emergency situation and have the aide react accordingly.	5.4.4 Select a serious emergency situation and demonstrate the correct first aid procedure according to standards in the learning activities. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.4 Knows and practices first aid and emergency procedures

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.4.4 Continued	G. Discuss with class traumatic situations you have experienced. What were your feelings or concerns? How might these be eased by a helper? H. Read Accident Handbook: A New Approach to Children's Safety, Children's Hospital Medical Center, Boston, pp. 11, 18-19, 22-24, and 28.	
5.4.5 Given the information on common poisons and expected emergency procedures, you will identify items considered poisonous and describe the procedure to deal with them as given in the resources.	A. Display household poisons that you find in your home. B. Read Your Child From 1 to 6, DHEW, p. 92. C. Make a chart showing antidotes for specific poisons - - household supplies and medicines harmful to children. D. Visit the Poison Control Center to identify poisonous items and to discuss emergency procedures. E. Refer to American Druggist chart on poisons, available at Thrift Drug. F. Make a list of house plants which are poisonous.	5.4.5 Choose poisonous items from the list in the Appendix and describe the procedure to follow. Class evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.4 Knows and practices first aid and emergency procedures

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALAUTION METHOD
5.4.5 Continued	G. Design a bulletin board showing the procedure to follow when a poisoning occurs. H. Read How To Prevent Childhood Poisoning, A New Approach, Children's Hospital Medical Center, Boston. I. Read Preventing Accidental Poisoning in the Home, pp. 9-16. J. Complete pp. 47-57 in First Aid, Johnson and Johnson. K. Plan a campaign to alert the community to poisoning dangers in the home. Design and distribute checklists for house inventories to parents of young children. L. View filmstrip, Accidents and Poisonings, Trainex Corp.	
5.4.6 Given a child who requires medication or first aid treatment, you will recognize the limitations of the treatment according to local and state law.	A. Participate in a panel discussion on the legal limitations of day care aides. B. Make a poster showing the laws governing day care aides. C. Role play a first aid treatment emphasizing the legal restrictions.	5.4.6 Complete the legal limitations quiz in the Appendix.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.4 Knows and practices first aid and emergency procedures

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.4.6 Continued	D. Talk to a day care aide and find out tasks that cannot legally be performed. E. Read State of West Virginia Licensing Requirements for Day Care Centers, pp. 23-24.	

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.5 Develops an understanding of factors which promote a safe environment for the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.5.1 Given a child care center, you will describe an environment which is physically safe for the child.	A. Write a paragraph listing safety precautions to follow in the child care center. B. Observe child care centers, homes, etc. and look for signs of safety precautions. C. Class discussion on the importance of safety in the day care center. D. View filmstrip Safety in the Day Care Center, Day Care and Child Development Council of America. E. Read Your Child From 1 to 6, DHEW, pp. 6-8. F. Describe your feelings when you are in an unsafe environment. G. Read A Safer World for Babies and Toddlers, Johnson and Johnson. H. Read Your Child's Safety, Metropolitan Life, pp. 3-12 and 20. I. Read State of West Virginia Licensing Requirements for Day Care Centers, p. 25.	5.5.1 In groups of three or four, describe a safe child care environment. Teacher and/or peer evaluation.
5.5.2 Given possible causes of child injury or death, you will identify the most common cause of these according to the resources.	A. Review newspapers for articles on injuries or deaths of children.	5.5.2 Make a poster or collage showing common causes of death or injury. Peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.5 Develops an understanding of factors which promote a safe environment for the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.5.2 Continued	B. Use the library as a resource and find an article listing causes of death and injury in young children. C. Obtain statistics from the Child Welfare Department, hospital, etc. on child deaths and injuries in your area last year. D. Use a home or day care center and list possible causes of death and injury. E. Read Your Child's Safety, Metropolitan Life, p. 1. F. Read Your Child from 1 to 6, DHEW, pp. 6-7.	
5.[illegible] Given potential safety hazards, you will demonstrate safety practices which will eliminate potential hazards.	A. Participate in a panel discussion on methods of eliminating safety hazards. B. Read Your Child from 1 to 6, DHEW, pp. 6-7. C. Make a list of practices which give you a feeling of safety. D. Read When Teenagers Take Care of Children, DHEW, p. 28. E. Read Accident Handbook, A New Approach to Children's Safety, Children's Hospital Medical Center, Boston, pp. 30-31.	5.5.3 Demonstrate elimination of safety hazards by role play. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.5 Develops an understanding of factors which promote a safe environment for the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.5.4 Given a list of common childhood accidents, you will illustrate methods of accident prevention.	A. Read Your Child's Safety, Metropolitan Life, pp. 9-13. B. Read The Developing Child, Brisbane, pp. 457-458. C. Present a puppet show to children on ways of accident prevention. D. Design a newsletter for parents listing ways of accident prevention. E. Observe a day care center and list methods of accident prevention you find F. List ways you can prevent accidents in your home. G. Read Accident Handbook, A New Approach to Children's Safety, Children's Hospital Medical Center, Boston, pp. 4-6.	5.5.4 Design a poster or display illustrating methods of accident prevention. Class evaluation. Distribute posters throughout community.
5.5.5 Given a list of poisonous items, you will describe storage procedures of these items in an area which is inaccessible to children.	A. Observe where poisonous items are commonly stored in the home. B. Make a list of storage areas which are inaccessible to children.	5.5.5 Participate in a class discussion on correct storage procedures for poisonous items. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.5 Develops an understanding of factors which promote a safe environment for the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.5.5 Continued	C. Draw up a plan of a day care center and show appropriate places for storage of poisonous items. D. Obtain information from the Poison Control Center on areas where poisons should be stored. E. Participate in a panel discussion on the effects of not storing poisonous items in the proper place. Refer to newspapers and magazines for specific examples. F. Read Preventing Accidental Poisoning in the Home, Cooperative Extension Service, West Virginia University, pp. 17-18. G. Read How to Prevent Childhood Poisoning, A New Approach, Children's Hospital Medical Center, Boston.	
5.5.6 Given information on traffic accidents, you will explain the importance of observing traffic laws when crossing streets, riding bicycles and riding in motor vehicles.	A. Read Your Child's Safety, Metropolitan Life, pp. 13 and 17-18. B. Develop a program emphasizing traffic safety. Present it to parents and children. C. Present a puppet show to teach children traffic safety rules.	5.5.6 Divide the class into 3 groups. Each group will take one of the Traffic Safety Areas in the Appendix and plan 5 one-minute radio announcements to cover their area. Present to class. Peer evaluation using the checklist in the Appendix.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.5 Develops an understanding of factors which promote a safe environment for the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.5.6 Continued	D. Observe a day care worker or teacher while working with children. Record ways which stress traffic safety. E. Review newspaper articles for traffic accidents involving young children. F. Play Traffic Control with your peers and with young children. (In the Appendix) G. Read What to Buy in Child Restraint Systems, U.S. Government Printing Office.	

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.6 Detects, reports and records signs of child abuse and neglect

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.6.1 When given specific case studies, you will be able to identify the signs which point to child abuse or neglect.	A. Read pamphlet, Guidelines For Schools, "To Help and Protect Neglected and Abused Children," The American Humane Association. B. View "How Can We Tell?" from Children In Crisis - Child Abuse and Neglect, Parents' Magazine. C. Have a doctor or mental health person speak to the group on signs of child abuse. D. Read Helping the Battered Child and His Family, Kempe and Helfer, pp. 69-78. E. Read Journal of Home Economics, "What Home Economics Should Know About Child Abuse," May 1976.	5.6.1 List the signs of child abuse or neglect from case studies in the Appendix. Teacher and/or peer evaluation.
5.6.2 Given situations of abused children, you will be able to list some possible causes for the abuse.	A. View "Who Is The Abuser....," from Children In Crisis - Child Abuse and Neglect, Parents' Magazine. B. Read Pamphlet Profile of Neglect, Polansky, Hally & Polansky, pp. 11-18. C. Have a mental health worker speak to the group on causes of child abuse. D. Read Child Neglect - Understanding and Reaching the Parent, Polansky, et. al., pp. 21-53.	5.6.2 List some common causes of child abuse and neglect. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.6 Detects, reports and records signs of child abuse and neglect

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.6:2 Continued	E. Read case studies, Child Abuse: A Community Challenge, Thomson, Paget, Bates, Mesch, and Putnam, pp. 42-44. F. Describe the typical reactions of abusive parents to the child's injuries.	
5.6.3 When given the different types of child abuse or neglect, you will be able to write the definition of each.	A. View "A Crippling Disease," Children in Crisis - Child Abuse and Neglect, Parents' Magazine. B. Read Child Abuse and Neglect, vol. 1, "An Overview of the Problem," Superintendent of Documents, pp. 1-15. C. Read Child Neglect, Understanding and Reaching the Parent, Polansky, et. al., pp. 1-19. D. Read "Types of Child Abuse and Neglect," Julie Wainstock. See Appendix. E. Compile data concerning the amount and effects of child abuse and neglect occurring in the United States.	5.6.3 Define the types of child abuse or neglect listed in the Appendix. Teacher and/or peer evaluation.
5.6.4 Given a case of suspected child abuse or neglect, you will list the correct procedure for reporting.	A. Read Child Abuse and Neglect, vol. 2, "The Roles and Repsonsibilities of Professionals," Superintendent of Documents, pp. 15-32.	5.6.4 Participate in a class discussion on the correct procedure for reporting suspected child abuse or neglect. Teacher and/or peer evaluation.

Task Area: 5.0 Protecting and Promoting the Physical and Emotional Health of the Child

Competency: 5.6 Detects, reports and records signs of child abuse and neglect

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
5.6.4 Continued	B. Have a child welfare worker speak to the class on laws and procedures for reporting suspected child abuse or neglect. C. List the possible results of intervention in a child abuse or neglect case. D. See film "Story of the Child Welfare Agency," from Exploring Careers in Child Care, McKnight Publ. Co.	
5.6.5 Given some methods of treatment and prevention of child abuse and neglect, you will develop a program of public education.	A. Read pamphlet To Combat Child Abuse and Neglect, Irwin. B. Read Child Abuse and Neglect, vol. 2, "The Roles and Responsibilities of Professionals," Superintendent of Documents, pp. 1-14, 67-68. C. Read Child Abuse and Neglect, vol. 3, "The Community Team - An Approach to Case Management and Prevention," Superintendent of Documents, pp. 65-75. D. Read Child Neglect, Understanding and Reaching the Parent, Polansky, et. al., pp. 55-69. E. View "Treatment and Prevention," Children In Crisis - Abuse and Neglect, Parents' Magazine.	5.6.5 Plan and conduct a session or workshop educating either students or parents about child abuse or neglect. Peer evaluation

Appendix

LEARNING ACTIVITY
Objective 5.2.1

Activity D: Role play a day care aide interacting with a young child.

Role Play Guidelines

Players: Aide
Child Working on Puzzle
Several other children doing various activites (identify before beginning)

Role play a child putting together a difficult puzzle. Have the day care aide help and encourage the child as much as possible.

Replay with new players. Role play the child putting together the same puzzle. Have the day care aide give little help or encouragement.

Think about:

1. Aide's feelings toward the children.
2. The child's feelings toward the aide.
3. The child's feelings toward the task.
4. What other children may feel or think.
5. Possible effects on child's emotional development.

LEARNING ACTIVITY
Objective 5.2.4

Activity F: Read Mamie! My Bestest, Mostest Wonderful Friend by Judy Helm.

Mamie! My Bestest, Mostest Wonderful Friend!

Little Judy was 3 years old, almost four. She was a very lucky little girl because she had the mostest wonderful friend. Her name was Mamie. Mamie was a little girl about the same age as Judy. She didn't really have her own Mommy or Daddy. She lived at Judy's house. She came to the table with Judy and ate what her family ate. She liked to do whatever Judy liked to do and did it very well. She thought Judy was a mostest wonderful friend, too, and they spent hours and hours together exploring the neighborhood, climbing trees, having tea parties and doing other very important things every day. Judy liked Mamie very much. Unlike her sister, who was a whole five years older than her (she was almost nine years old -- that was big!!!), she always had time to play with Judy. She never had to run off to school or to play with other friends the way her sister did. No one else in the neighborhood stayed home from school, so Mamie and Judy had the whole neighborhood to themselves all day. Mommy and Daddy liked Mamie , too, and sometimes they even talked to her. Mommy let Mamie come for lunch. Judy liked to talk about Mamie even when Mamie wasn't around. Whenever someone told a story about their friends, Judy had a story to tell about Mamie or Mamie's aunt or uncle or brother or sister.

When Judy was five, she started to go to kindergarten. She met lots of new friends, real friends that did interesting and exciting things. Together they explored the school with Judy and showed her their neighborhood. They climbed trees together, had tea parties and did very important things. Soon Mamie stopped coming to see Judy. She didn't come for lunch anymore and Mommy and Daddy didn't talk to her. Judy told stories about her new friends and their families. Pretty soon, Mamie wasn't even mentioned. When her sister asked about Mamie, Judy replied, "Mamie! Oh, she doesn't live here anymore."

The whole story could be sad, except that Judy was such a happy little girl.

A True Story by
Judy Helm

EVALUATION

Objective 5.2.4 Given information on children's fantasies, relate the role of fantasy in the child's emotional health according to the standards in the resources.

Guidelines for Discussion

1. What are some common childhood fantasies?

2. Are they helpful or harmful? Why or why not?

3. What can an aide do to encourage normal fantasies?

4. If you had a child, would you want them to believe in Santa Claus, Easter Bunny, or the Tooth Fairy? Why or why not?

EVALUATION

Objective 5.3.1 Given a list of communicable diseases, identify the common communicable diseases and list the symptoms of each according to the standards in the resources.

Objective Test

I. Match the symptoms with the correct disease.

_____ 1. chickenpox

_____ 2. measles

_____ 3. mumps

_____ 4. German measles

_____ 5. whooping cough

A. Fever, headache, swelling and tenderness in the salivary glands.

B. Constant cough which develops into a "whoop".

C. Rash which resembles small blisters, later forms scabs.

D. Begins with cold symptoms, rash develops and spreads in blotches.

E. Tiny, rose-colored rash, dangerous to pregnant mothers.

II. List three diseases for which young children are immunized.

1.

2.

3.

III. Check the diseases which are common to young children.

_____1. hepatitis
_____2. meningitis
_____3. measles
_____4. mumps
_____5. Rocky Mountain spotted fever
_____6. chickenpox
_____7. strep throat
_____ 8. polio
_____ 9. German measles
_____10. diphtheria
_____11. whooping cough
_____12. pink eye
_____13. scarlet fever
_____14. rheumatic fever

IV. List another common disease (not mentioned in Section I) and give the symptoms.

EVALUATION

Objective 5.3.2 When presented with a list of symptoms, be able to recognize general signs which may indicate a physical and/or emotional problem as given in the resources.

Case Studies

Read the following case studies and then list all the signs which might indicate an emotional and/or physical problem. Give reasons for your choices.

I. For the past few days 3 year old Vince has appeared tired and listless. His eyes have a watery appearance. Mrs. P. has noticed a decrease in his appetite, although his play and school activities haven't changed. His sleep habits have remained the same with the exception of his walking occasionally during the night.

II. Five year old David is having difficulty making friends in his kindergarten class. His teacher reports that he isn't afraid to speak in class but he is very restless when he has to wait. If he isn't supervised, David pushes ahead of the other children and grabs toys which they are using. After three months of kindergarten, his behavior appears to be worsening.

III. Mrs. M. is concerned about 4 year old Jennifer's constant bed-wetting. (Jennifer does not wet during the day) Mrs. M. has unsuccessfully tried to solve the problem by not allowing Jennifer to drink any liquids after 7 P.M. Jennifer has a normal appetite, gets a moderate amount of exercise, and has frequent temper tantrums.

EVALUATION

Objective 5.3.4 Given symptoms of illnesses, be able to recognize symptoms which require consultation by a doctor and/or isolation according to the guidelines in the resources.

Checklist of Symptoms

Check each symptom which would require a doctor's care and/or isolation.

_____ 1. Constantly squinting, appears to have difficulty reading the blackboard.

_____ 2. Has a fever of 100 degrees, is sneezing and coughing.

_____ 3. High temperature with convulsions and drowsy stupor.

_____ 4. Sudden fever, chills, head and backache, rash.

_____ 5. Fever, abdominal pains, nausea.

_____ 6. Constant sore throat.

_____ 7. Aching legs or mild joint pains, pale and tired, fever for several days.

_____ 8. Complains of toothache, very little appetite.

_____ 9. Earache, with or without fever.

LEARNING ACTIVITY
Objective 5.3.6

Activity E: In groups of two, role play active listening by using the following outline.

Active Listening

You can discover techniques of active listening by going through the following process.

I.
1. Choose partners
2. Decide upon a problem, either a hypothetical or one of your own, and discuss this problem with your partner.
3. The partner repeats word for word what you have said.
4. Discuss your feelings and your partner's feelings about this experience. How accurately did your partner state your problem? Did you feel your partner really listened? How did you feel when you thought your partner was or wasn't listening? Do you feel better about your problem now?
5. Reverse roles and repeat steps 1 through 4.

II. Follow steps 1 and 2 as in Part II.

3. The partner paraphrases what you have said.
4. Discuss your feelings. Did your partner understand what you were saying? What did your partner do or say that made you feel the best? (You may also use the same question as in Section I, number 4.)
5. Reverse roles and repeat steps 1 through 4.

III. To be followed after Step 5 in Sections I and II.
Continue your conversations. Actively listen by using phrases such as "You seem......"
After the conversation:

1. Make a list of techniques which you feel are the most effective in terms of active listening, those which you like and which you feel can be successfully carried out.
2. What suggestions do you have for making active listening more effective.

EVALUATION

Objective 5.3.6 Given a sick child, display active listening with the child and interact accordingly.

Teacher Checklist

Look for the following points in evaluating the learner's active listening:

Yes No

___ ___ 1. The learner maintains a calm, unworried, cheerful manner.

___ ___ 2. The learner encourages the child to discuss feelings about the illness.

___ ___ 3. The learner responds to the child's feelings: helps alleviate any fears, etc.

___ ___ 4. The learner really listens to the child.

___ ___ 5. The learner respects the child's feelings and doesn't ridicule him.

___ ___ 6. The learner avoids comments that may upset the child.

___ ___ 7. The learner interacts with child according to child's health, and does not tire the child.

___ ___ 8. The learner converses with the child by using phrases such as "You seem. . . . . .".

LEARNING ACTIVITY
Objective 5.3.8

Activity C: Brainstorm differences between emotional illness and emotional distress.

Use the examples below to discuss emotional distress versus emotional illness. Which ones do you think indicate a period of stress, excitement, or a natural developmental period? Which ones might indicate an emotional illness?

_____ 1. A three year old child does not talk in even the most relaxed situations with the family.

_____ 2. Kevin tells his mother he does not want to go to nursery school today because he has a tummy ache. He explains it hurts very badly and even cries. One hour later Kevin is playing happily in his room with no evidence of being ill. The next day he goes to nursery school as usual.

_____ 3. Paul is continually "sick". He describes many aches and pains. They never seem to have a particular pattern and the doctor cannot find a physical cause.

_____ 4. Guy is in the first grade. He hates to go to bed and exhibits signs of real terror. He has difficulty talking about exactly what is frightening him, but he has a deep feeling of dread. He will stay awake as long as possible, and is unassured by parents' presence.

_____ 5. A two year old boy talks frequently when at home with his parents. However, he does not talk when around strangers or in situations in which he feels uncomfortable.

_____ 6. A four year old child likes to spend some time by himself. When brothers and sisters begin to tease him, he will often go to his room and look at books alone.

_____ 7. Mary, age 3½, sometimes awakens in the night crying. She believes a big bear is in the room and may eat her. She relaxes when her mother discusses this with her and can usually go back to sleep with the night light on.

_____ 8. David, age 4, prefers to be by himself. He required much urging and encouragement to even play near other children. David appears oblivious of all events around him, even teasing and name-calling by other children.

EVALUATION

Objective 5.3.8 Given a list of behaviors, identify behavior which may indicate a child has an emotional illness as given in the resources.

Check each symptom which may indicate an emotional illness. Tell why you think this symptom does not indicate healthly emotional development.

_____ 1. Withdrawal from other children, prefers to play alone (beyond age of two).

_____ 2. Occasional temper tantrums.

_____ 3. Intense fear of dying.

_____ 4. Failure to talk by the age of three.

_____ 5. Fights with brothers or sisters.

_____ 6. Extremely and deliberately destructive.

_____ 7. Frequent depression.

_____ 8. Fear of dogs.

_____ 9. Cries when babysitter comes.

_____ 10. Repeatedly complains of minor physical symptoms.

EVALUATION

Objective 5.4.1 Given the necessity for adequate emergency care, identify and plan the procedure to be followed in an emergency situation as outlined in the resources.

Teacher's Guidelines

Check for the following points in evaluating the chart showing the emergency plan:

Yes No

___ ___ 1. Lists emergency telephone numbers -- physician, hospital, poison control center, ambulance, fire department -- where they are readily seen.

___ ___ 2. Has first aid supplies ready for treatment of minor emergencies.

___ ___ 3. Outlines steps to follow for serious emergency, such as broken limb, poisoning, severe bleeding when care is needed.

___ ___ 4. Utilizes nearest available personnel -- doctors, nurses, etc.

___ ___ 5. Emphasizes the necessity for not wasting time in an emergency situation.

___ ___ 6. Chart is clearly stated so all day care personnel can follow it.

___ ___ 7. Lists procedures which young children can carry out in an emergency situation -- dialing operator for help, etc.

EVALUATION

Objective 5.4.2 Using your research notes, organize a first aid kit and an instruction chart of first aid procedures for simple emergencies such as: cuts, burns, insect bites, and abrasions according to the standards in the Red Cross Textbook.

Teacher's Guidelines

In evaluating the first aid kit and instruction chart, check for the following points:

Yes No

___ ___ 1. The kit contains the supplies listed on pp. 188 or 189 of the Red Cross First Aid Textbook.

___ ___ 2. All supplies are clean and sterile.

___ ___ 3. The kit is organized so supplies can be obtained quickly.

___ ___ 4. The learner understands the correct use for each supply.

___ ___ 5. The instruction chart follows the standards listed in the Red Cross First Aid Textbook.

___ ___ 6. Instruction chart is clearly stated so that all students can follow instructions.

___ ___ 7. Instructions are correctly and completely stated.

EVALUATION

Objective 5.4.3 Given a simple emergency as listed in 5.2.2, demonstrate the first aid procedures according to Red Cross guidelines.

Teacher's Guidelines

In evaluating the learner's demonstration, consider the following points:

Yes No

___ ___ 1. Correctly and completely demonstrates the procedures according to the guidelines in the Red Cross Textbook.

___ ___ 2. Takes ample amount of time to complete procedures -- isn't hurried, etc.

___ ___ 3. Maintains a calm, unworried attitude.

___ ___ 4. Talks to a child in a soothing manner, is encouraging to child, doesn't upset him.

___ ___ 5. Calms very anxious child.

___ ___ 6. Proceeds in a neat, orderly manner.

___ ___ 7. Is confident and secure while demonstrating procedure.

EVALUATION

Objective 5.4.5 Given the information on common poisons and expected emergency procedures, identify items considered poisonous and describe the procedure to deal with them as given in the resources.

Choose one item from each of the three catagories of poisonous items and describe the procedure to follow.

I. Medicines

aspirin
cough syrup
hormones
iodine
laxatives
all prescriptions
analgesics
drugs
vitamins

II. Household Products

acids
ammonia
antifreeze
antiseptics
bleaches
car polish
cleaning agents
cologne
drain cleaners
dyes
furniture wax
gasoline
glue
insecticides
lighter fluid
mothballs
nail polish
oven cleaners
paint
perfume
rat poison
rubbing alcohol
rust removers
toilet bowel cleaner
turpentine
varnish
wax
weed killer

III. Plants

Lily of the Valley
   (leaves and flowers)
Bittersweet Berries
Poison Hemlock
Daphne Berries
Jessamine Flowers
Oleander Leaves
Pokeweed Berries
Nightshade Berries
Castor Bean Seeds
Rhubarb Leaves
some toadstools
some mushrooms
Yew Berries
Wisteria Pods
Privet Berries and Leaves
Diffenbachia

EVALUATION

Objective 5.4.6 Given a child who required medication or first aid treatment, be able to recognize the limitations of the treatment according to local and state laws.

Legal Limitations Quiz

Which of the following procedures may be performed for a child who requires physical care or first aid treatment?

_____ 1. Give a child medication with the written permission and request of the parents.

_____ 2. Record a playground injury in the child's folder.

_____ 3. Give a child who complains of a headache an aspirin or other pain reliever.

_____ 4. Give a child a prescriptive medication that is in a bottle that has the child's brother's name on it.

_____ 5. Observe each child daily for symptoms of illness or injury.

_____ 6. Care for a child with chickenpox within the regular child care facility with the rest of the children.

_____ 7. Call a physician for emergency treatment of an injured child.

_____ 8. Leave a child alone during emergency care or treatment.

_____ 9. Notify the parent(s) or guardian(s) several hours after a playground accident.

_____10. Give a child aspirin when directed over the phone by the parents.

EVALUATION

Objective 5.5.4 Given a list of common childhood accidents, illustrate methods of accident prevention according to the standards in the resources.

Teacher's Guidelines

Evaluate safety procedures on posters by checking to see if the following points are covered:

Yes No

___ ___ 1. Keeps tiny, sharp or pointed objects away from small children.

___ ___ 2. Keeps plastic bags (especially dry cleaning bags) away from small children.

___ ___ 3. Removes objects from floor where they may cause falls.

___ ___ 4. Checks climbing equipment to make sure it's sturdy.

___ ___ 5. Removes all objects a child could fit into the mouth.

___ ___ 6. Doesn't wear any jewelry with sharp points when caring for small babies.

___ ___ 7. Wipes up all spills immediately to prevent falls.

___ ___ 8. Encourages children to keep shoestrings tied.

___ ___ 9. Removes all poisonous items from children's reach.

___ ___ 10. When supervising children outside, doesn't allow them to play in streets.

___ ___ 11. Doesn't allow running in the day care center.

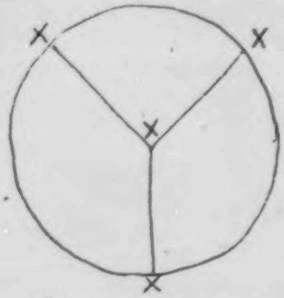
LEARNING ACTIVITY
Objective 5.5.6

Activity F: Play Traffic Control with your peers and with young children.

Traffic Control

In this game, we are going to divide the classroom into streets and experience effects of having and/or not having traffic controls.

Four students are needed to be the traffic controllers. The remainder of the class can be the traffic. Arrange your students according to the following diagram:



The X's indicate the position of the four traffic controllers. (Traffic controllers cannot leave their positions.)

The object of the game is for the traffic controllers to keep the traffic moving without any traffic jams.

After playing the game discuss:

1. The communication between traffic controllers:
    a) How did you decide upon flow of traffic, one way streets, etc?
    b) How successful did you feel as a traffic controller?
    c) Did you experience difficulty in controlling traffic movement?
    d) Did you experience any traffic jams?
    e) Did you collide with anyone or get "run over"?
    f) How did you feel?
    g) Did you feel unsure of where to go at any time?
    h) How successful did you feel the traffic controllers were?
2. Traffic laws and safety:
    a) What do you feel are some of the reasons for needing traffic laws?
    b) Can you see any consequences in not having traffic laws?
    c) What makes you feel safe?

EVALUATION
Objective 5.5.6 Given information on traffic accidents, explain the importance of observing traffic laws when crossisng streets, riding bicycles, and riding in motor vehicles as given in the resource.

Traffic Safety Areas for Radio Announcements

1. Crossing streets and walking near traffic.
2. Riding in motor vehicles.
3. Riding bicycles.

Checklist for Peer Evaluation

1. Was the traffic area covered well?
2. Were the announcements clear and to the point?
3. Were they interesting to listen to?

EVALUATION

Objective 5.6.1 When given specific case studies, be able to identify the signs which point to child abuse or neglect.

Case Studies

Read the following case studies and then list all the signs which may indicate child abuse or neglect.

I. Five year old Bobby quietly enters the kindergarten room each morning. He does not respond to greetings by the teacher or other children. Although it is a very cold day, Bobby is not wearing socks or a jacket. He generally avoids the noisy areas of the room and goes to the story corner to look at books. Bobby does not interact or initiate conversation with children or adults. When approached by adults, he seems fearful and avoids physical contact with them. His father, who is the only parent in the home, has failed to appear at two appointments with the school counselor.

II. Joanie is an eight year old girl who is in the first grade. She has been in three schools in the past year. She is often involved in verbal or physical conflict with other students on the playground and in the classroom. Joanie is frequently absent from school. She occasionally returns with bruises and welts on her face. When the school nurse made a homevisit, the parents denied any mistreatment and complained that Joanie "is a difficult child" and "impossible to discipline".

LEARNING ACTIVITY
Objective 5.6.3

Activity D: Read "Types of Child Abuse and Neglect", Julie Wainstock.

Types of Child Abuse and Neglect

by Julie Wainstock

Nutritional Neglect. Caloric deprivation is the most common cause of underweight in infancy. Over 50% of cases of failure to thrive are due to this single cause. Water deprivation has also been described as a form of child abuse.

Sexual Abuse. Sexual exploitation of children is probably the most under-diagnosed type of child abuse. In most cases the victimized child is a girl. Vulvitis, vaginitis, or veneral disease in the prepubertal child must make the physician suspicious of sexual abuse. The main goal of therapy is to separate the child from the offending adult.

Emotional Abuse. When children are abandoned in public places or left at home locked in a cellar while the adults are elsewhere, a protective service agency usually removes the children from their destructive environment. A more subtle type of emotional abuse concerns the continual scapegoating, terrorizing, berating, and rejection of a specific child. Such treatment mutilates the developing personality. This type of child abuse is difficult to prove and perhaps it is fortunate that these children are eventually physically abused to some degree or abandoned.

Medical Care Neglect. When a child with a treatable chronic disease has serious deterioration of the condition because the parents repeatedly ignore medical recommendations, the case may require reporting for court-enforced supervision or even foster placement. An example would be a young child who is not given aminophylline or a diabetic who is not given insulin. A court order to hospitalize and treat is also needed in situations where an emergency exists that the parents will not acknowledge. Examples are a blood transfusion that is refused on religious grounds or a child with meningitis whom the parents refuse to hospitalize.

Statistics

Incidence - The incidence of physical abuse is generally six per thousand live births. The prevalence is approximately 300 cases per million population per year. Approximately 10% of injuries seen in a hospital emergency room in children under five years of age are inflicted. The mortality is about 1% or 600 deaths per year in this country. Failure to thrive is reported with one-quarter in the frequency of physical abuse.

LEARNING ACTIVITY
Objective 5.6.3

Activity D: Continued

The Victim - Estimates of the usual age for physical abuse are that one-third occur under 6 months of age, one-third from 6 months to 3 years of age, and one-third over age 3. Prematures are at a 3:1 greater risk. Stepchildren are also at increased risk.

The child with failure to thrive is usually less than two years of age, because older children can usually obtain food after that age. In bizarre circumstances an older child may be confined to a room and slowly starved.

The Abuser - Parents who abuse their children come from all ethnic, geographic, religious, educational, occupational, and socioeconomic groups. Poverty groups may have an increased incidence of child abuse because of the increased crises and the decreased resources that are available to such people. Women are more likely to be involved in abuse than are men, because mothers spend more time with their children. The difference is not present if the fathers are unemployed.

Etiology

Physical Abuse - Over 90% of abusing parents are neither psychotic nor sociopaths. They have injured their children in anger after being provoked by some misbehavior. They often have experienced physical abuse themselves when they were children. Their poor impulse control is thus a re-enactment of what happened to them.

For physical abuse to occur it requires not only the right parent but the right child and the right day. The right child has characteristics, makes demands. The right day usually is a day of crisis. The most common crisis include losing a job, being evicted, having the car break down, birth of a sibling, or an acute illness which leads to intractable crying.

Failure to Thrive - The main cause of this disorder is that the baby is not fed enough. Certain factors in the mother, the baby, and the environment also contribute to this process. Most mothers involved in maternal deprivation feel deprived and unloved themselves. In the majority of cases the baby was unwanted. Multiple ongoing crises which overwhelm the mother are common. A frequent crisis is a physically absent father who is in the military, a truckdriver, in shipping, or a traveling salesman.

Clinical History

Many cases of physical abuse are first suspected because of the implausible history that is offered to explain a child's injury.

LEARNING ACTIVITY
Objective 5.6.3

Activity D: Continued

Unexplained Injury - Some parents will be reluctant to elaborate on how the injury might have happened, and others might say they have no idea about it. Some will give a vague explanation such as "The child might have fallen down." These explanations are self-incriminating. Normal parents know to the minute where and when their child was hurt.

Contradictory History - Sometimes there is a discrepancy between the histories offered by the two parents. Another common contradiction occurs between the history offered and the physical findings, such as a history of a minor accident and yet the findings of a major injury. Sometimes a discrepancy exists between the history and the child's developmental age.

Bizarre History - The child under six months of age is unlikely to induce an accident. A story such as the baby rolled over on its arm and broke it or got its head caught in the crib and fractured it are purely impossible. Histories of older children who deliberately injure themselves are also usually false.

Delay in Seeking Medical Help - Normal parents come in immediately when their child is injured. Some abused children are not brought in for a considerable period of time despite a major injury. One study (10) showed that 40% of children didn't come in until the morning after the injury. Another 40% came in one to four days after the injury.

Failure to Thrive - The diet history in caloric deprivation is usually not helpful because the parent reports that the baby consumes an abundance of calories. About 20% of cases of failure to thrive are due to errors in preparation of formula or errors in frequency or amount of feedings rather than maternal deprivation. These cases are diagnosed by a detailed diet history. Errors in formula preparation are especially likely with powdered milk. Breastfed babies occasionally fail to thrive because the mother has been advised to never supplement.

Physical Examination

Bruises, Welts, and Scars - Bruises confined to the buttocks and lower back are almost always related to punishment. Finger and thumb prints may be found on the arms where the child was grabbed. Attempts to silence a screaming child with impatience, forced feedings may lead to bruising of the upper lip and frenulum. Human bite marks are distinctive, crescent-shaped areas of hyperpigmentation with light centers. When a blunt instrument is used in punishment, a bruise or welt will often resemble it in shape. Loop marks on the skin are secondary to a doubled-over cord or rope. Lash marks are seen after beating with a belt, tree branch, or hard-edged ruler. Choke marks may be seen on the neck and circumferential tie marks on the ankles or wrists. Bruises and scars may be found at multiple stages of healing. One possible error is mistaking a Mongolian spot for a bruise.

Activity D: Continued

Burns - Approximately 10% of cases of physical abuse involve burns. The common inflicted burn is from a cigarette. These are circular, punched out areas of similar size. The lesions are often found on the palms or soles.

Dry contact burns can occur secondary to forcible holding of the child against a radiator. These are usually second-degree burns without any blister formation. They usually involve only one surface of the body or both palms.

Hot water burns are of several types. A dunking burn occurs when a parent holds the thighs against the abdomen and ducks the buttocks and perineum in scalding water as punsihment for enuresis or resistance to toilet training. This results in a circular type burn of the buttocks with a clearcut water level on the thighs and waist. The hands and feet are spared, which is incompatible with falling into a tub or turning the hot water on while in the bathtub. Forcible immersion of a hand or foot as punishment can be diagnosed by finding a burn which goes well above the wrist or ankle.

Eye Damage - Ocular damage in the battered child syndrome includes acute hyphema, dislocated lens, and detached retinas. Over half of these result in permanent impairment of vision affecting one or both eyes.

Central Nervous System Damage - The worst injury in terms of death and also serious sequelae is a subdural hematoma. These children often come in with coma and convulsions. Some of them have multiple skull fractures secondary to being hit against a wall or door, and over half have no fracture. These used to be called spontaneous subdural hematomas, but recent studies prove that the unexplained subdural is due to violent, shaking injuries. The rapid acceleration and deceleration of the head as it bobs about leads to tearing of the bridging veins with bleeding into the subdural space, usually bilaterally. Retinal hemorrhages are nearly always present and help to establish this diagnosis.

Abdominal Visceral Injuries - Intra-abdominal injuries are the second most common cause of death in battered children. These children present with recurrent vomiting, abdominal distention, absent bowel sounds, or localized tenderness. The most common findings are tears of the mesentery or tears of the sall intestine at sites of ligamental support such as the duodenum and proximal jejunum.

Failure to Thrive - A failure-to-thrive child usually has a weight that is below the third percentile and a height that is above the third percentile. Although growth curves help, failure to thrive is diagnosed mainly by examining the patient and finding little subcutaneous tissue. Reduction in subcutaneous tissue leads to a pinched face from lack of buccal fat pads, prominent ribs, wasted buttocks with much redundant skin, and spindly extremities. A common error is misdiagnosing short stature as failure to thrive. Of the 3% of children who are under the third percentile in height, the majority are short but well nourished.

Activity D: Continued

Laboratory Data

The diagnosis of inflicted bruises requires a bleeding screen which includes a bleeding time, platelet count, partial thromboplastin time, and prothrombin time. This can quickly determine whether or not the patient actually "bruises easily."

A child with failure to thrive and an otherwise normal physical exam requires very few baseline laboratory tests. A complete blood count, erythrocyte sedimentation rate, urine analysis, urine culture, stool pH, serum electrolytes, calcium, and BUN are adequate.

Radiologic Findings

A trauma survey consisting of long bone, skull, rib, and pelvis films will often clinch the diagnosis of physical abuse. A trauma survey should be obtained on all patients with suspected physical abuse or confirmed nutritional neglect. Usually no major fracture is present. Fortunately for the child who is to young to speak, grasping, wrenching, twisting, and jerking injuries to the long bones usually tear off the periosteum plus a corner of metaphysis. Immediately after the injury the chip fracture or corner fracture is visible on X-ray. From ten days to 14 days later the subperiosteal bleeding which has occurred will begin to calcify at the periphery and appear on X-ray as an involucrum. The most diagnostic X-ray of all is one which includes multiple bone injuries at different stages of healing; such an X-ray implies repeated assault.

Rare bone disorders such as osteogenesis imperfecta, infantile cortical hyperostosis, scurvy, syphilis, and neoplasms may resemble nonaccidental trauma. However, a skilled radiologist can easily differentiate these entities.

Diagnosis of Physical Abuse

Physical abuse may be diagnosed if an injury is unexplained or inadequately explained. Certain bruises, burns, and scars are pathognomonic. Subdural hematomas do not occur spontaneously and often secondary to violent shaking. Radiographic findings of chip fractures or multiple bony injuries at different stages of healing are also diagnostic.

Diagnosis of Failure to Thrive Secondary to Caloric Deprivation

An attempt at nutritional rehabilitation is the starting point for reaching a definitive diagnosis in infants with failure to thrive. The child should be placed on unlimited feedings of a regular diet for age. Formula should be identical to the one used at home. Rapid weight gain on a formula free of cow's milk protein or lactose would prove nothing. The daily caloric intake should appraoch 150-200 cal./kg./day. This therapeutic trial of feeding should last a maximum of two weeks. The underweight infant who gains rapidly and easily in the hospital is a victim of underfeeding at home.

EVALUATION
Objective 5.6.3 When given the different types of child abuse or neglect, be able to list the definition of each.

Objective Test

Define the following terms:

1. Emotional Abuse

2. Failure to Thrive

3. Sexual Abuse

4. Physical Abuse

5. Medical Abuse

6. Nutritional Neglect

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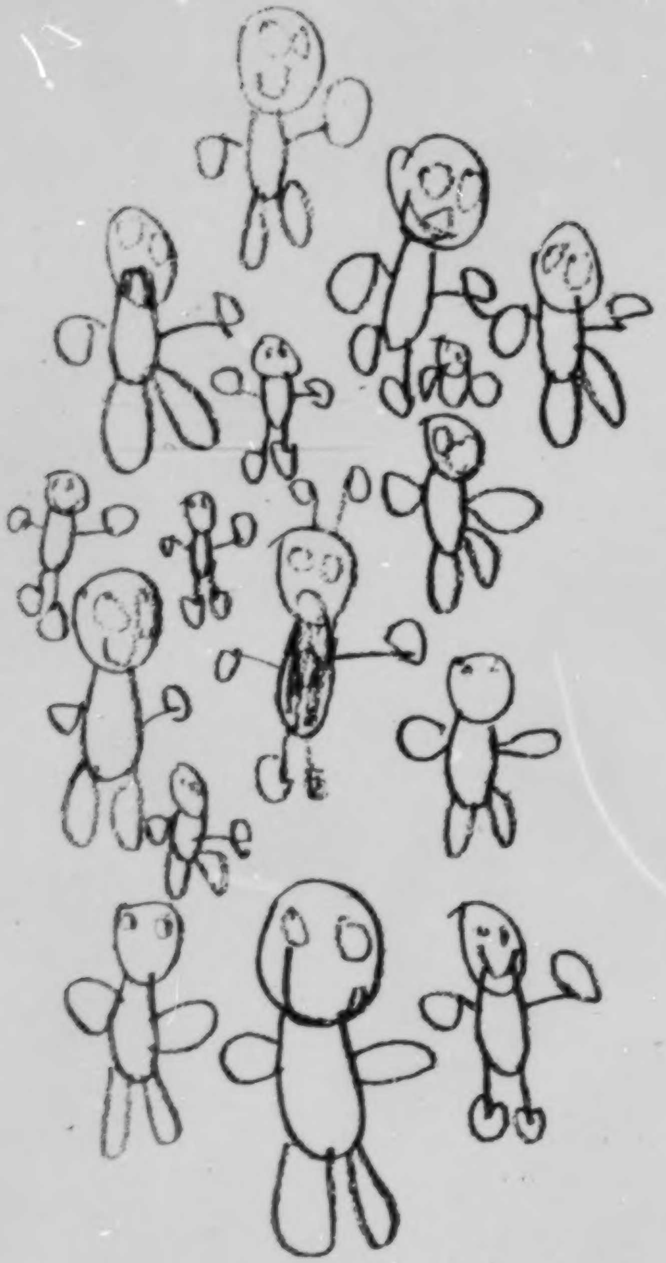
Task Area 6.0

Aiding Socialization of the Child



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- 6.7 Utilizes observational techniques to describe social growth patterns in the child

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.1 Develops an understanding of the importance of a positive self-concept in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.1.1 Given information on socialization of the child, you will write a definition of self-concept that is consistent with the resources.	A. Read *The Developing Child*, Ch. 1, pp. 12-25. B. Read *Growth and Development of the Young Child*, pp. 38, 389-393.	6.1.1 Write a definition of self-concept that is consistent with the resources. Teacher and/or peer evaluation.
6.1.2 Using the definition of self-concept, you will examine and describe your own self-concept according to the standards in the resources.	A. Recall ways children might exhibit fear, anger, loneliness and jealousy. Compare the above in a short paper with ways you exhibit the same emotions B. Relate ways in which children try to get attention. Compare these with ways teenagers try to get recognition. C. Read "The People to Be Like" on p. 17 in *Beyond The Front Door*, Education Development Center. Recall a situation from childhood and record reasons why you believe this situation is remembered. Base your summary on the effects childhood experiences have on one's self-concept.	6.1.2 Evaluate your self-concept by filling in the Rate Your Self-Concept form in the Appendix.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.1 Develops an understanding of the importance of a positive self-concept in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.1.3 Given resource materials on self-concept, you will summarize ways in which children perceive themselves.	A. Read "Big Enough To Go Alone" on pp. 12-13 in Beyond The Front Door, then answer the questions for discussion. B. Have a child make a "Myself Book" in which are included pictures and stories such as: 1) I am _______years old. 2) I am _______inches tall. 3) I weigh______pounds. 4) The color of my hair is__________. 5) The color of my eyes are_________. 6) I feel happy when_______________. 7) I feel sad when_________________. 8) I feel angry when_______________. 9) Here I am with my family_________. 10) Something special about me is _______________________________. (Taken from Activities for Improving the Self-Concept of Children.) C. Have a child look in a mirror and draw a self-portrait or the way the child feels as a person. Talk about the drawing.	6.1.3 Write a paragraph summarizing children's perceptions of themselves. Peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.1 Develops an understanding of the importance of a positive self-concept in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.1.3 Continued	D. Read the chapter entitled "Self-Concept" in The Other Side of The Report Card, Chase. Try some of the self-concept activities the book suggests. E. Read Children's Views of Themselves by Ira J. Gordon, pp. 7-28. F. View the filmstrip "I Am Lovable and Capable" (IALAC Story), Argus Communications Filmstrip.	
6.1.4 Given various self-concepts of children, you will list methods of developing a positive self-concept in children.	A. View filmstrip How A Child Sees Himself, Parents' Magazine. B. Brainstorm methods of developing positive self-concepts. C. Make a chart listing several ways to develop a positive self-concept.	6.1.4 Participate in a class discussion on correct methods of developing positive self-concepts. Teacher and/or peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.1 Develops an understanding of the importance of a positive self-concept in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.1.5 Given information on positive self-concept, you will select and plan activities that contribute to a positive self-concept.	A. Have children talk about themselves using a tape recorder. B. Role play one specific activity with children with different self-concepts. Compare and contrast the results. C. Observe the activities in a day care center. List those which contributed to a positive self-concept.	6.1.5 Prepare a chart showing plan of activities for a child which will contribute to a positive self-concept. Discuss your plan with the class. Peer evalaution.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.2 Demonstrates a knowledge of the basic characteristics of social development of a child from 1-6

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.2.1 Given the social characteristics of the child, you will describe the stages of social development in a child age, 1-6.	A. Read The Developing Child, pp.281-305. B. Prepare a bulletin board or display dealing with the socialization of children. C. Read Growth and Development of the Young Child, pp. 394-427. D. View films Terrible Twos and Trusting Threes, Frustrating Fours and Fascinating Fives, W.V.U. A-V Library. E. Read "Emotional and Social Development of Young Children" by Anna Freud in Feelings and Learning, Rasmussen, p. 41-46.	6.2.1 Complete the Objective Test in the Appendix.
6.2.2 Given information on the social development of the child, you will describe the forms of social participation, as outlined in the resources.	A. Plan and give a party for preschool age. Include toys, records, food and books. Observe social behavior of age group in general and individual differences. Record your observations. B. Make a chart depicting various forms of social participation and examples of each (parallel play, associative play, solitary play, etc.).	6.2.2 Construct a poster describing various forms of social participation. Teacher and/or peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.2 Demonstrates a knowledge of the basic characteristics of social development of a child from 1-6.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.2.2 Continued	C. Read The Developing Child, Brisbane pp. 298-300. D. Collect cartoons from magazines and newspapers illustrating social development of the child. (Example: "Family Circus".) E. Make your own "Family Circus" book.	
6.2.3 Given the stages of social development, you will define and describe the process of socialization:		6.2.3 Write a paragraph discussing the "process of socialization". Peer evaluation.
6.2.4 Given the stages of social development, you will explain the social adjustments of the child, especially in the day care center.	A. Discuss in class possible social adjustments children ages 1-6 might have while enrolled in a day care center. B. Recall any difficult adjustments you may have had as a child. C. Interview day care workers to learn what they feel are necessary social adjustments of a child. D. View the filmstrip entitled "The Need for Attention" (Love and Identify) Parents' Magazine Films, Inc., 1975.	6.2.4 Participate in a class discussion on the social adjustments of a child. Teacher and/or peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.3 Recognizes variations in roles of individuals in families with differing lifestyles

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.3.1 Given information on the definition of the term, role, you will examine and describe your own role within your family.	A. Read the chapter entitled "Roles" in The Other Side of The Report Card, Chase, and try some of the activities the book suggests. B. Read the definition of role found in the text Family: Organization and Interaction, by Bernard Farber, pp. 302 and 336.	6.3.1 Write an essay describing your role within your family.
6.3.2 Given the definition of role, you will examine and describe variations in the roles of the children in the center.	A. View the film Where Are You in Your Family distributed by Encyclopedia Britannica.	6.3.2 Choose three children and write a paper contrasting and comparing their roles.
6.3.3 Given information on different lifestyles, you will describe the variations in types of family units as given in the resources.	A. Read The One-Parent Family, Wolf and Stein, Public Affairs Pamphlet No. 287. B. Read One-Parent Families, DHEW Publication No. (OHD) 74-44. C. Read Family: Organization and Interaction, Farber, p. 4-7. D. Using the information given on the enrollment sheets, make a chart showing how many children there are (in the class) in each type of family unit. Refer to the Appendix.	6.3.3 Make a poster using stick figures to show the variations in types of family units.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.3 Recognizes variations in roles of individuals in families with differing lifestyles

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.3.4 Given information concerning the non-sexism movement in our society, you will identify solutions to help discourage sexism.	A. Read "We Must Liberate Our Children From Sexism" by Nancy Frazier, P.T.A Magazine, p. 28, 29, October 1973. B. View the film "Sugar and Spice" ODN7-#11, Odeon Films, Inc. C. Read the child's story entitled William's Doll by Charlotte Zolotow and William Pene Dubois. D. Read the child's book entitled Mommies at Work by Eve Merriam and Beni Montresor. E. View film "Our North American Foremothers" produced by Anne Grant.	6.3.4 With the class divided into small groups, role play episodes involving sexism. Follow up with writing a paper expressing your feelings as you participate in the role play
6.3.5 You will be able to identify the effects of increased non-sexism on the roles of family members.	A. List possible effects of non-sexism on each member of a fictitious family composed of a father, mother, son and younger daughter.	6.3.5 Participate in a class discussion of the listed effects of increased non-sexism on the members of the stated fictitious family. Teacher and/or peer evaluation

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.4 Provides opportunities for the child to interact with influential people in life

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.4.1 Given the importance of the child's need for interaction, you will recognize methods for making friends with children.	A. Determine your effectiveness in being a good friend to small children. Record for one week: 1) Association with children 2) Reaction of children Write a generalization on the value of your experience. B. Volunteer for a few weeks to conduct a nursery school story hour in your church during church services or your public library. Share your experiences with the class. C. Read the chapter entitled "Friendship" in The Other Side of The Report Card, Chase. Work through several of the suggested activities. D. Read "Peer Influence" in Beyond The Front Door, Education Development Center, pp. 18-19. What is a friend? E. Read "The Visit" in the Co-Ed Magazine, October 1972.	6.4.1 List methods you feel are effective in developing friendship. Peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.4 Provides opportunities for the child to interact with influential people in life

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.4.2 Given influential people outside the family who affect the child, you will explain the influences of these people or groups upon the child's total social development.	A. If you can have a lab situation in your classroom, arrange an area for children to play "roles of people outside the family". Find dress up clothing etc. Summarize how the children mimic the roles and actions of the part they play. B. In a short paper, give your opinion of how pets do or do not contribute to the life of a child and aid in socialization with others. C. Analyze the value of television in the lives of children by filling in an evaluation checksheet on three TV shows in light of a child's reaction. D. Discuss how people outside your family influence you. Compare this with influences on a small child. E. Role play different approaches to: 1) Putting a child to bed. 2) Calling a small child from play to a meal. 3) Separating 2 children who want to play ball. F. Analyze some problem situations dealing with interactions with others. Decide the best method for solving each situation. (See Appendix)	6.4.2 List several outsiders who are influential in the life of a child and discuss the effect that these people have on the child's social development.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.4 Provides opportunities for the child to interact with influential people in life

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.4.3 Given the role of the family in the child's development, you will examine and discuss the importance of family interaction in relation to a child's social development.	A. Observe brothers, sisters or children in the neighborhood in various situations (when angry, when meeting people, when frightened). Summarize their behavior in a short report. B. Divide into groups and draw up a hypothetical case study dealing with a family crisis. Discuss how a child can be guided to understand and adjust to family problems. (Examples: divorce, death, fire, etc.) C. Write a paragraph relating ways we as future parents can help small children fit into the changing world. D. Analyze the importance of the family doing things together. Suggest benefits to preschool age children and to the adolescent child. E. In a panel discussion, compare and contrast the role of the adolescent child with the role of the preschool child in the family. Give examples of special joys each contributes to family living.	6.4.3 Having used references available, state in a short paper why a child with no family might be subject to a more difficult socialization procedure.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.4 Provides opportunities for the child to interact with influential people in life

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.4.4 Given the child's need to interact with others, you will describe social experiences which will assist the child in social development.	A. Using Chapters 5, 8, 11, and 14 in The Developing Child, Brisbane, describe several social interactions a child could encounter in daily routine. B. Observe children in a day care center and describe common social experiences. C. Role play several social experiences of young children. Analyze how these may contribute to the child's social development. D. Read the chapter entitled "Broadening the Child's World Through Home and Community Experiences" (Photo sequence) pp. 76-81 in Feelings and Learning, Rasmussen. E. Read the chapter entitled "Human Relationships" pp. 82-85 in Feelings and Learning, Rasmussen. F. Read "Helping Children Get Along With Friends" by Benjamin Spock, Redbook, Volume 142, April 1974.	6.4.4 Critique the following statement: "Social behavior is learned through experiences with others."

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.5 Guides children in the behavior needed for acceptable social relationships

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.5.1 Given a list of acceptable social behaviors and by using available resources, you will identify how people influence children's behavior.	A. Determine ways teenagers can help children develop successful relationships. Stress good examples. B. Report on ways children follow the example of other family members in their reaction to mistakes. C. Discuss how church or Sunday school interactions can play an important part in socialization. D. List some responsibilities which children of different ages may assume at home. Discuss how the acceptance of responsibilities may help small children feel a part of the family. E. Plan and carry out a project in caring for a brother or sister for the purpose of learning practical ways of contributing to their growth and happiness. F. Read "How to Get Through to Your Child" by Flora Rand, Coronet, Feb. 1972. G. Read "How to Talk to Your Children" by Jack Fincher in McCall's, January, 1971. H. Read "Make Room for Responsibility" by Barbara K. Parks in Parents' Magazine, October, 1973.	6.5.1 Take Comprehensive Test on social behavior to measure objective. (See Appendix)

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.5 Guides children in the behavior needed for acceptable social relationships

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.5.2 Given patterns of acceptable social behavior, you will determine characteristics of acceptable social relationships of children as individuals and in groups.	A. Discuss behaviors of children in situations such as the grocery store, on the school bus, in church, etc. B. Invite a kindergarten teacher to speak to the class on ways to deal with undesirable behavior and ways to encourage desirable behavior. C. Develop and present to children a puppet show on some form of social behavior involving poor and good manners. Report reactions of children. D. Read "Teaching Children Right from Wrong" by Alice Rose Barman and Lisa Cohen, Parents' Magazine, Dec. 1974. E. View the filmstrip "Love and Independence" Love and Identity, Parents' Magazine Films, Inc., 1975.	6.5.2 On a sheet of paper list what you feel to be acceptable social behavior for a child 5 years of age. Peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.6 Displays an understanding of the child's perception of others and a respect for privacy and property

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.6.1 Given the basic need for acceptance, you will defend children as individuals having certain rights, privileges and responsibilities.	A. What is your family's score on respecting rights, privileges and responsibilities of young brothers or sisters? Rate yourself by filling in the self-check evaluation device located in the Appendix. B. Read "Which Decisions Parents Should Allow Children" by Dr. Lee Salk, Today's Health, June, 1973.	6.6.1 Discuss checklist under Activity A with peers.
6.6.2 Given the stages of a child's social development, you will explain how children perceive others.	A. Read "Matching Messages" in Beyond The Front Door, Education Development Center, p. 23. Discuss the various ways Mona has perceived others during her day at school. B. Write a paper stating how you perceive your position in the family, its advantages or disadvantages. State how your brothers or sisters see you. C. Divide the class into four groups. Have each group plan and present short dramas depicting the roles of the youngest child, middle, oldest and only child. D. Read the section entitled "Toward Valuing Others" pp. 46-47, in Feelings and Learning Rasmussen.	6.6.2 Given several situations in a sharing circle, explain how children perceive others in each situation. Teacher and/or peer evaluation.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.6 Displays an understanding of the child's perception of others and a respect for privacy and property

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.6.3 Given a child's property, you will display respect for the child's property and acceptance of its importance.	A. Record a survey on tape or on paper of your class to find ages of younger brothers and sisters. Discuss problems concerning younger brothers or sisters or children in the neighborhood dealing with respect: 1) Helping them share 2) Respecting privacy and personal property of others. 3) Helping them to learn to play together agreeably. 4) Teaching manners. 5) Helping them form desirable habits. B. Using the role play method, act out the situations listed below, following each episode with class discussion as to possible solutions. 1) Little sister borrows big sister's lip stick and loses it. 2) Big brother takes little brother's cake.	6.6.3 Observe and record situations where a lack of respect for the child's property is evident, and write how each situation could have been handled and/or avoided.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.7 Utilizes observational techniques to describe social growth patterns in the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.7.1 Given social growth patterns in the child, you will list appropriate observational techniques and their uses.	A. Read "Sharpening Your Observing Powers" in The Developing Child, Brisbane, p. 19. B. Read "Recording the Development of Children" in Good Schools for Young Children, Leeper et. al., pp. 390-399. C. Read "Making Observations" in The Nursery School, Reed, pp. 111-115.	6.7.1 Organize and conduct a panel discussion which will point out the advantages and disadvantages of various methods of observing and recording child behavior.
6.7.2 Given a list of techniques, you will select various types of observational techniques for observing social behavior.	A. Read as many references dealing with observation charts and techniques and accumulate several of these into one of your own. B. Examine Performance Objectives for Preschool Children, Schirmer, pp. 64-68.	6.7.2 Prepare an observation technique appropriate for use in observing social behavior. Peer evaluation.
6.7.3 Given an observational technique, you will employ the technique according to the guidelines in the resources.	A. Observe a child from at least 3 different age groups and fill in observational charts. B. View film Social Development (without sound) using the appropriate observational technique. C. Show film Social Development (with sound) and compare your observation with the narrator's.	6.7.3 Choose any observational technique: study and record the behavior of one child, and orally report your findings to the class.

Task Area: 6.0 Aiding Socialization of the Child

Competency: 6.7 Utilizes observational techniques to describe social growth patterns in the child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
6.7.4 Using the behaviors you have observed, you will determine if the behavior observed is characteristic of the age group of the children observed.	A. By consulting references, find sources of behavior for 3 situations given in the Appendix. B. Using the text entitled Performance Objectives for Preschool Children, Schirmer, pp. 64-68, compare child's behavior with that on the age-behavior charts to determine if the behavior is characteristic of the age group. C. This is to be a follow-up of item B. Using the same child, observational technique, and chart, determine possible growth patterns in the child. (This coming close to the end of the school year.)	6.7.4 Participate in a class discussion on the behaviors each learner as observed. Peer evaluation.

Appendix

EVALUATION

Objective 6.1.2 Using the definition of self-concept, examine and interpret your own self-concept according to the standards in the resources.

Rate Your Self-Concept

Directions: Rate yourself on each item as 1, 2, or 3, depending on whether you feel you fall into the category of the first column (1), the second column (3), or somewhere in between (2). Add your score.

I	II	Score
I can never smile when things go wrong.	I always try to make the best of things when they turn out wrong.	______
I find it difficult to trust other people.	I trust almost everyone.	______
I usually don't listen closely when someone else is talking.	I always try to listen to what others have to say.	______
I find it difficult to display sympathy.	I can easily put myself in another's position.	______
I can't admit when I am wrong.	When I find I'm wrong, I don't mind admitting it.	______
I gossip alot about what others tell me.	I am trustworthy and reliable.	______
I never know how to show appreciation for what others do for me.	It is easy to appreciate through actions and words.	______
I always want to be the center of attraction.	Being the center of attraction is not a goal for me.	______
I interrupt a lot when others are talking.	I listen carefully and speak when appropriate.	______
I argue a lot.	I discuss, but avoid quarrels.	______
I find it difficult to forgive.	I forgive easily.	______
Praise is a major goal for me.	I accept praise with appreciation but not conceit.	______
I am often rude.	I am courteous at all times.	______
I often feel jealousy.	I feel glad for those who succeed.	______

EVALUATION
Objective 6.1.2 Continued

I	II	Score
I flatter with gushing patter.	I am sincere in all I say.	
I can't be sociable with anyone besides my own crowd.	I like associations with all ages and am friendly to everyone.	
I can't be happy by myself.	I like to be by myself sometimes.	
I am moody.	I can usually pull myself out of a bad mood.	
I won't help others unless it will benefit me.	I will help others even if it interfers with my own plans.	

MY SCORE: ________

LEARNING ACTIVITY
Objective 6.2.1

Activity B: Prepare a bulletin board or display dealing with the socialization of children.

Suggestions for Bulletin Board

Find out from your parents about your own early socialization problems (temper tantrums, shy, etc.).

Have them illustrate these problems with stick cartoons for the bulletin board.

EVALUATION
Objective 6.2.1

Objective Test

Match the social characteristic with the age of the child:

____ 1. Expresses anger and frustration openly and loudly when restrained from getting own way.
____ 2. May say "No!" to almost anything.
____ 3. May be difficult to live with, apt to be fussy, contrary, and bossy.
____ 4. Child becomes more outgoing, less tuned in on own feelings. Sunny disposition.
____ 5. May live an inner life of fantasy.
____ 6. Child becomes reliable, plays well with others, but is often unsure of self. Becomes part of society and is easily influenced.

A. 3-4 years
B. 2-3 years
C. 18-24 months
D. six years
E. 12-18 months
F. five years

Fill In The Blanks

Jared is more likely to do the opposite than comply with requests. His most frequent response is "no" or "I won't". He will often do just the opposite of what he is requested to do. Jared loves to run in the opposite direction when his mother asks him to come. He understands (verbally) much more than he indicates. He is emotionally unpredictable and is easily frustrated by his lack of motor skills.

7. Jared might be ____________________ years old.

Matt's made remarkable strides in emotional development. He is sunny, cooperative, compliant and considerate. He has just learned to share, and can wait his turn. He is just beginning to learn the give-and-take of getting along with others. He can follow orders and takes pride in doing things for others. He talks, talks, talks to his toys, friends, and even himself. He is proud of his verbal ability. He still sucks his thumb and needs Mommy or Daddy when he is tired or hungry. He is now beginning to play with other children on joint enterprises.

8. Matt might be ____________________ years old.

EVALUATION
Objective 6.2.1 Continued

Amy is sociable and cooperative. She enjoys playing with others in cooperative ventures. Acting out real life situations is one of her favorite activities. She respects the rights and properties of others and is fairminded. She conforms well at home and school.

9. Amy might be ________________________ years old.

Connie enjoys playing with others and can take part in team activities. She identifies with adults easily and can talk with them on a grown-up level. However, she can be insecure and dependent. She takes her academic work seriously and is beginning to develop a conscience. She can threaten and be rude at times. Her best friend is another girl.

10. Connie might be ___________________ years old.

LEARNING ACTIVITY
Objective 6.3.3

Activity D: Given information on different lifestyles describe the variations in types of family units as given in the resources.

Variations in Types of Family Units

Directions: Using the information given on the enrollment, make a chart showing how many children there are in the class, in each type of family unit. Marks, not names are to be used to indicate number.

Types of Family Units	Number in Each	Total
One-Parent Family:		
with Father		
with Mother		
Two-Generation Family		
Three-Generation Family:		
with Grandmother		
with Grandfather		
with both Grandparents		
with Great Aunts or Uncles		
Write in any other types:		
	Grand Total	

LEARNING ACTIVITY
Objective 6.4.2

Activity F: Analyze some problem situations dealing with interactions with others. Decide the best method for solving each situation.

Situations

1. Jane, age 4, wants to help her mother wash dishes. Jane's mother should:
   a) Tell Jane she is too little.
   b) Send her out to play.
   c) Let Jane watch while she washes dishes.
   d) Let Jane wipe pots and pans.
   e) Thank Jane for her help.

2. As Mrs. Jones sets the table using plastic dishes taken from a bottom cabinet shelf, her four year old daughter wants to help place dishes on the table. Why would Mrs. Jones be wise to let her daughter help her?
   a) She was teaching her daughter how to set the table.
   b) She knew if a dish was dropped it would not break.
   c) She wanted her daughter to feel that she was a big girl.
   d) She wanted her daughter to feel she was helping.
   e) She wanted to keep her daughter out of mischief.
   f) She was trying to win love and affection.

3. Johnny, 4 years old, is playing with another little boy his age. Johnny suddenly becomes angry and gives his little friend a slap in the face. Check which would be the most helpful thing to do.
   a) Slap Johnny to show how it hurts.
   b) Put Johnny to bed without supper.
   c) Separate the children and tell Johnny calmly but firmly that he must not hit his playmate.

EVALUATION

Objective 6.5.1 Given a list of acceptable social behaviors, identify how people influence children's behavior, as given in the resources.

Comprehensive Test
Socialization of the Child

I. Mark "X" for ways in which parents can help a child develop social maturity and "O" for ways which lead to unsocial behavior or social immaturity.

_____ 1. Showing little affection to the child during the first years.
_____ 2. Disapproving of a child's companions.
_____ 3. Allowing freedom to develop independence.
_____ 4. Providing high standards and ideals at home.
_____ 5. Being unhappy about the neighborhood they live in.
_____ 6. Being friendly and hospitable to the child's friends.
_____ 7. Very rigid training, allowing no exceptions.
_____ 8. Allowing the child to do more or less everything desired.
_____ 9. Appreciating the child as is.
_____ 10. Allowing the child to dress like other children as much as possible.
_____ 11. Bringing the child up with feelings of prejudice about those of other colors, creeds, and political views.
_____ 12. Telling the child who to play with.
_____ 13. Blaming others if child has trouble getting along.
_____ 14. Allowing the child to play like other average children in the neighborhood.
_____ 15. Reminding the child of self superiority to other children.
_____ 16. Encouraging the child to tattle.
_____ 17. Isolating the child from other children of similar age.

II. The following types of situations represent signs of social immaturity often displayed by young children:

Ruthie's older sister, Jane, dresses Ruthie's big doll in some of her (Ruthie's) baby clothes. Ruthie goes crying to mother.

Mother calls Carla to dinner. On the way in, Carla sees her tricycle and starts to peddle it and forgets dinner. Later, when her mother sends her to the closet to get her rubbers, she sees her doll and starts playing with it, forgetting about the rubbers.

Missy's brother gave her a cookie and told her it was the last one she'd get that day. Missy ate it as quickly as she could.

Melanie is four. Her mother dresses her, mashes her food for her, brings toys for her to play with and tells Melanie when she should go to bed and take a nap. She also watches Melanie carefully so she does not hurt herself in any way.

Robert wakes up and runs into the kitchen to tell his mother that he just saw a bear under his bed.

EVALUATION
Objective 6.5.1 Continued

Socialization of the Child (cont.)

Debbie is skipping rope on one foot and insists on doing it 10 times more than her friend, Sally, without making a mistake. Later she plays marbles with her brother and insists on winning.

Terry ran through a puddle and got his feet wet. Mother tells him he has to stay inside since he has no other shoes to wear and he can't go around in wet feet. He spends the rest of the day sulking.

Tommy, age 2, is playing with his wooden train when Mark comes and takes the train from him and pushes him around. Tommy starts to look perplexed and runs crying to his mother.

A visitor asked Amy to show her new doll to her. Amy ran and hid behind her mother.

Sandi cannot share. Her favorite word is "mine". She takes the wagon her brother is playing with and will not give it back to him without a loud fuss.

At bedtime, Eddie has a temper tantrum crying, "I don't want to go to bed. I don't want to take a bath. I don't want to brush my teeth."

Mother asked Peggy to watch the baby while she makes a phone call. Peggy forgets all about the baby when she sees one of her friends in the back yard.

In each blank below place the name of the child from the preceding data who displays that sign of social immaturity. Leave the blank empty if the type of social immaturity is not displayed.

______________ 1. Lacks a sense of humor.
______________ 2. Over-competitiveness
______________ 3. Not able to judge people on their own merit.
______________ 4. Lacks the ability to plan ahead.
______________ 5. Cannot accept criticism constructively.
______________ 6. Negative approach.
______________ 7. Not able to concentrate.
______________ 8. Selfishness.
______________ 9. Not dependable.
______________10. Cannot tell the difference between reality and fantasy.
______________11. Dependence on others.
______________12. Shyness.

LEARNING ACTIVITY
Objective 6.6.1

Activity A: What is your family's score on respecting rights, privileges and responsibilities of young brothers or sisters? Rate yourself by filling in the following self-check evaluation device.

Rate your family on respecting the rights and privileges and responsibilities of children.

Most of the time	Some of the time	Never	Does your family . . .
______	______	______	Recognize the child as an individual?
______	______	______	Respect the child's privacy?
______	______	______	Provide opportunites for the child to be alone?
______	______	______	Provide opportunites for the child to make friends?
______	______	______	Provide time for the child to be alone?
______	______	______	Provide space for the child?
______	______	______	Provide the child with a personal space?
______	______	______	Provide opportunities for the child to express self?
______	______	______	Provide opportunities for the child to participate in physical activities?
______	______	______	Provide the child with personal possessions?
______	______	______	Provide opportunities for the child to do things for self?
______	______	______	TOTAL POINTS
X 3	X 2	X 1	MULTIPLY TOTAL POINTS
		______	GRAND TOTAL

LEARNING ACTIVITY
Objective 6.7.4

Activity A: By consulting references, find sources of behavior for the three situations given below.

Through reading references, can you find sources of behavior for these three children?

1. Two year old Nancy squeals with delight when John, the 14 year old babysitter, comes. Patty, who is seven years old, cries when John comes.

2. When Susan grabs the tricycle out of turn, three year old Timmie kicks and hangs on until Susan lets go. Three year old Mike cries and runs to tell his mama about Susan.

3. Five year old Bill colors well, while five year old Mark scribbles over the entire page.

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Task Area 7.0
Handling Special Behavioral Situations

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Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.1 Shows acceptance of the individual child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.1.1 Given a list of developmental characteristics, you will compare and contrast developmental tasks and age expectancies for children ages 1-6.	A. Read The Developing Child, Brisbane, Ch. 5, 6, 8, 9, 11, pp. 281-305, 12 and see points in Appendix. B. View film Terrible Twos and Trusting Threes, Frustrating Fours and Fascinating Fives, W.V.U AV Center C. Make a chart on the level of development for different ages. See checklist in Appendix. D. Recognize developmental skills or accomplishments of children you observe. E. By using discussions to compare notes, share your knowledge with classmates of how children develop.	7.1.1 Share your chart with your class and help the class make up a comprehensive chart.
7.1.2 Using resources dealing with acceptable and less acceptable methods, you will list methods of making a child feel loved, secure and accepted.	A. Read Child Growth and Development, Hurlock, Ch. 17 & 18. B. Read More Than A Teacher, Murphy & Leeper. C. Read The Games Children Play, Chapman, Ch. 1. D. Select one situation from your reading and with the help of another class member, role play less acceptable procedures; replay with acceptable procedures. Explain to class.	7.1.2 Role playing will take place in front of class. How well the role players demonstrate the methods should be discussed and then summarized by the instructor and class

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.1 Shows acceptance of the individual child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.1.2 (Continued)	E. View filmstrip How A Child Sees Himself, Parents' Magazine. F. Have a conversation using "field glasses". Express a mood by words and have another student try to guess the feeling. G. Read and role play (P.E.T.) Parent Effectiveness Training Techniques.	
7.1.3 You will write examples of methods that show acceptance of the child as gathered from the learning activities.	A. Read I Am Lovable and Capable. B. Read "Trust Is Everything," Young Children, January 1975. C. View filmstrip A Child's Point of View, Parents' Magazine. D. List actions that would identify a child who feels insecure and unaccepted. Discuss with your class. E. Explain methods you can use to help make a child feel accepted. F. Cite personal experiences when you have felt insecure. Is there a person in your life who made you feel secure? What did they do? Discuss with class.	7.1.3 Help to construct a bulletin board of DO's and DON'Ts for making a child feel accepted. Class will evaluate by discussing the possible feelings generated by the example.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.1 Shows acceptance of the individual child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.1.3 (Continued)	G. Brainstorm some ways of showing acceptance of child while assisting child in a learning situation. (See Appendix) H. Use Gum Drop Towers to experience roles of helper and learner. (Description of exercise in Appendix) I. Exercise on I Am Lovable and Capable. (In the Appendix.) J. Review activities A, B, and C from 7.1.2	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.2 Possesses a knowledge of the common behavior problems in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.2.1 Using resource materials, you will define inappropriate behavior and group behaviors according to the way they endanger the child's physical or psychological well-being, as defined and outlined in Learning Activity A.	A. Read Child Growth and Development, Hurlock, p. 20. B. Use filmstrip How Average Child Behaves ages 1-5, Parents' Magazine. C. Read Building Your Home Life, Wallace, Ch. 14. D. Give an example of a behavior you have observed that could endanger a child's physical or psychological well-being. E. Define inappropriate behavior. F. View filmstrip Everyday Problems of Young Children, Parents' Magazine.	7.2.1 Define inappropriate behavior and group behaviors according to the way in which they endanger a child's physical and psychological well-being. Teacher will compare with the information gathered from the resources.
7.2.2 Using your grouping of behaviors that endanger a child's physical or psychological well-being, you will identify possible causes such as physical, mental, emotional, or environmental.	A. View film Emotional Development Aggression, Sterling Films. B. View filmstrip A Child's Point Of View, Parents' Magazine. C. Using the groupings in 7.2.1, identify specific inappropriate behaviors which would be caused by physical, emotional, mental and environmental factors.	7.2.2 Apply four factors (physical, emotional, intellectual, and environmental) to a situation, stating causes of inappropriate behavior. (Refer to Appendix)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.2 Possesses a knowledge of the common behavior problems in children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUTION METHODS
7.2.2 (Continued)	D. Read Away From Bedlam, Murphy & Leeper (HEW) 1970. E. Have a child care worker or a probation officer come to class and discuss inappropriate behaviors and their causes. F. Take part in small discussion groups and compare your views on the factors that cause inappropriate behaviors. Cite personal experiences. G. Review activities A and B from 7.2.1.	
7.2.3 Given a list of common types of behavior in 2-6 year old children, you will identify appropriate and inappropriate ages for each behavior.	A. Using the list of common behaviors in the Appendix, indicate at what age each of these behaviors could be considered inappropriate. B. Select one or more of the behaviors that you consider inappropriate and give an illustrated explanation of that specific behavior. (Use cartoons, stories, charts, etc.) C. Review activities A and C from 7.2.1 and A from 7.1.1.	7.2.3 Role play a situation leading to inappropriate behavior and enact the resulting behavior. Then replay and illustrate methods of handling behavior. Discuss causes. Relate resources used. Use Appendix examples for role play situations.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.3 Recognizes the basic steps in overcoming behavior problems

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.3.1 Given a list of inappropriate behaviors, you will demonstrate examples of methods that are consistent with the resources of overcoming the behavior.	A. Read desirable methods of overcoming inappropriate behaviors as stated in resources. (Refer to Appendix.) B. Using the list of inappropriate behaviors in the Appendix, give methods (listed in A) that you would use to overcome two of the behaviors. C. Observe children in a preschool environment and identify behaviors. Describe methods used to overcome behaviors, using Appendix. Participate in a class discussion relating your experiences during observation. D. Fill in chart for observation in Appendix. E. Read Some Special Problems of Children, Ridenour and Johnson, Child Study Association Publication. F. Read Family Living, Duvall, Ch. 17. Use chart, Meeting Common Problems of Children, for ideas for role play.	7.3.1 Given inappropriate behavior situations, write solutions using methods from 7.3.1 (activities)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.4 Helps child accept self and others

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.4.1 Using resource materials dealing with self-acceptance, you will create your own list of desirable personality traits that should be fostered in children to make them acceptable to themselves.	A. Read Child Growth and Development, Hurlock, Ch. 18. B. Read Games Children Play, Chapman, Ch. 1. C. View filmstrip, How A Child Sees Himself, Parents' Magazine. D. List desirable personality traits that you think should be developed in children. E. Observe children in a preschool environment. Hold conversations with a child. Ask questions, observe actions, and try to identify personality traits. F. Use discussion groups to compare observations with list in Activity D.	7.4.1 Create a list of desirable personality traits that will help a child to be acceptable to self and others. or Evaluate your Feelings: 1. I like children who__________. 2. When growing up, I liked grown-ups who________________. 3. The most important thing for a child to learn is________________.
7.4.2 Using the list of desirable personality traits compiled in 7.4.1, you will choose traits which should be developed and role play methods as gathered from the learning activites.	A. Read "Individual Differences in Personality," Ch. 10, Understanding Your Child From Birth to Three, Church, pp. 217-229. B. List reasons you think the personality traits compiled in 7.4.1 should be developed in a child to help with self acceptance and acceptance of others. (See Appendix for starter list)	7.4.2 Role play or write an essay fostering 3 desirable personality traits in one given situation. (Suggestions for situations located in Appendix.)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.4 Helps child accept self and others

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.4.2 (Continued)	C. Write a paragraph on your opinion of the following statement: "What the child thinks of self as a person is a mirror image of what the people in life think." D. Read When Your Child Is Unruly, Ross Laboratories, December 1974. E. Describe some of the methods used that foster undesirable personality traits. Compare with Appendix. F. Describe some methods used that foster desirable personality traits. Compare with Appendix. G. Relate undesirable methods that you have observed. H. Analyze the effect families have upon the development of undesirable or desirable personality traits in children. Compare with Appendix.	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.5 Helps child develop desirable attitudes toward authority

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.5.1 Using resource materials, you will list some of the methods of handling children that arouse attitudes toward authority.	A. Read Child Growth and Development, Hurlock, Ch. 20.	7.5.1 Participate in a class discussion of authoritarian and permissive methods and their effectiveness.
	B. Read Understanding Your Child From Birth to Three, Church, Ch. 5, pp. 111-112. Contrast authoritarian and permissive methods of handling children.	
	C. Discuss with class members the effect of threats, bribes, broken promises, sarcasm, unjust punishment, and spanking in public.	
	D. Discuss effects of kept promises, concern, limitations, reprimand by adults.	
	E. View filmstrip A Child's Point of View, Parents' Magazine.	
	F. Read Games Children Play, Chapman, Ch. 4.	
	G. Read Some Special Problems of Children, Ridenour and Johnson.	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.5 Helps child develop desirable attitudes toward authority

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.5.2 Given a list of methods of handling children, you will select the methods which will encourage desirable attitudes toward authority.	A. Read "Techniques for Working With Young Children." (Appendix) Then apply techniques to real life situations. B. Using a list in the Appendix of methods of handling children, select the ones that will encourage desirable attitudes toward authority, and write a paragraph to justify your choices. C. Observe children in a preschool environment and identify methods used that promote desirable attitudes toward authority. Share your conclusions with class members. D. View filmstrip #3, "The Parents Role," *Behavioral and Emotional Disabilities Series*. Parents' Magazine films. E. Read *When Your Child Is Contrary*, Ross Laboratories, September 1974. F. Take part in a panel discussion of methods used to encourage desirable attitudes toward authority. G. Read *Homemaking For Teenagers*, Book 2, McDermott, Ch. 6. H. Read *Family Living*, Duvall, Ch. 18.	7.5.2 Take a test by matching techniques to examples in the Appendix. or Take the test by deciding if comments are encouraging or discouraging. (Appendix)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.5 Helps child develop desirable attitudes toward authority

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.5.2 (Continued)	I. Read Child Growth and Development, Hurlock, Ch. 20, 21. J. Read Enjoying Family Living, Cross, Ch. 6.	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.6 Guides child in learning to control impulses and feelings

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.6.1 Using resource materials dealing with impulses and feelings, you will list important emotions characteristic of early childhood.	A. Read Child Growth and Development, Hurlock, Ch. 19. B. View filmstrip #1, Stepping Stones of Development, Parents' Magazine. C. Use resources at your disposal to list important emotions characteristic of early childhood.	7.6.1 List emotions, impulses, and feelings. (See Appendix). Make up a game or crossword puzzle using your list.
7.6.2 Using the list of emotions found in early childhood, compiled in 7.6.1, you will describe the causes of and behavior associated with these emotions.	A. Make your own list of happy and unhappy emotions, describe causes and behaviors associated with each. B. Observe children and talk to children. Observe their relations with each other. Try to identify what makes a child happy and unhappy, and how they express their emotions. Compare with your list in A. C. Make up a case study or tell of a personal experience concerning happy and unhappy emotions, which has influenced your life. D. Illustrate visually (draw a picture, make a cartoon, etc.) of a child expressing an emotion. E. Review activities A and B from 7.6.1.	7.6.2 List causes and behavior associated with each emotion on sheet in Appendix.

Task Area: 7,0 Handling Special Behavioral Situations

Competency: 7.6 Guides child in learning to control impulses and feelings

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.6.3 Given a list of situations where hostility and aggression are aroused in children, you will discuss acceptable methods of curbing the behavior.	A. Read Child Development and Personality, Mussen, et al., Ch. 9. B. View film Emotional Development, Aggression, Sterling Films. C. Read The Aggressive Child, Responding to Individual Needs in Head Start, Part I: Working With the Individual Child. D. Discuss in small groups why children need to be able to express their feelings and what effect physical punishment has on aggression. E. Read "Listening to Heart Beats," Early Years, October 1973. F. Select a situation from the list in the Appendix which will result in aggressive behavior, and suggest ways of curbing this behavior. G. List some avenues of expression that are not destructive. Use P.E.T. techniques Parent Effectiveness Training.	7.6.3 Take part in a role play demonstrating ways of showing hostility and aggression and curbing it. (Refer to Appendix and a summary of acceptable methods from the resources.)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.6 Guides child in learning to control impulses and feelings

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
7.6.3 (Continued)	H. Read Improving Your Child's Behavior, Hunter, Chapter IV. I. Read Some Special Problems of Children, Ridenour and Johnson. J. Write a paragraph about this statement: "It is essential that feelings be expressed if a person is to remain mentally healthy."	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.7 Guides child in developing self-discipline and a sense of responsibility

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.7.1 Given resources on an early childhood environment, you will identify the reasons and techniques for setting reasonable and consistent limits.	A. Read Homemaking for Teenagers, Book 2, McDermott, Ch. 6. B. Read "How to Set Limits for Toddlers," Redbook Magazine, Aug. 1973. C. Read Some Special Problems of Children, Ridenour and Johnson. D. Read "Do's and Dont's for Preschoolers," April 1973, Parents' Magazine. E. After using resources, state in your own words the definition of a "limit". Explain why "limits" are reassuring to the child and necessary for emotional development. F. Observe a preschool environment and list some situations that you think should have limits. Give reasons for these limits. Are these limits for the child's safety or emotional development? G. Imagine you are going to be in charge of a group of children. What are some necessary limits you would set for their behavior? Explain why you would set each limit. Would the limit be for your convenience and peace of mind, or would the limit help the child develop self-discipline and a sense of responsibility?	7.7.1 Participate in a small group discussion on the reasons and techniques for setting resonable and consistent limits as outlined in the resources. (See Appendix for guidelines for discussion.)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.7 Guides child in developing self-discipline and a sense of responsibility

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.7.1 (Continued)	H. Write a paragraph on this statement: "If no one sets limits for a child, the child feels that no one cares." I. Discuss with your classmates limits your parents set for you at your present age. Do you agree or disagree with them? Why do you think you need limits set for your behavior? Do you think these limits helped you in developing self-discipline and a sense of responsibility. J. Read Your Children and Discipline, Ross Laboratories, May 1974. K. Read Day Care Three, Serving Preschool Children.	
7.7.2 Given the use of resource materials, you will identify suitable rewards that are consistent with the resources, for behaviors which help the child in developing self-discipline and a sense of responsibility.	A. Read A Handbook for Family Day-Care Workers, Bridgeman, et al. B. Read Child Growth and Development, Hurlock, Chapter 21. C. Read Some Special Problems of Children, Ridenour and Johnson. D. View filmstrip Discipline and Punishment, McGraw-Hill. E. Read The Developing Child, Brisbane, Chapter 8, 11.	7.7.2 List suitable rewards for behaviors from "Our Son Was Uncontrollable" that help the child in developing self-discipline and a sense of responsibility.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.7 Guides child in developing self-discipline and a sense of responsibility

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.7.2 (Continued)	F. Read Family Living, Duvall, Ch. 17. G. Read chart Meeting Common Problems of Children, pp. 324-327 in Family Living. H. Read "Our Son Was Uncontrollable," Good Housekeeping, June 1973. I. Read Improving Your Child's Behavior, Ch. V. J. Are you able to relate a specific time when a grown-up praised you for something you did well? Do you think this kind of praise helped to develop the confidence that enables you to take responsibility now? K. Have a "buzz" session and discuss what you think about the following statements made by a mother: "I'll put Jimmy to bed, but he won't stay there." "Daddy will not love you if you break his glasses." "My two year old, Jane, has started saying 'no, no' to everything, but I am determined to be patient for a few months." How would these actions on the mother's part encourage self-discipline or a sense of responsibility in a child?	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.7 Guides child in developing self-discipline and a sense of responsibility

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.7.2 (Continued)	L. Make a list of suitable rewards for behaviors which help the child in developing self-discipline and a sense of responsibility.	
7.7.3 Given a list of inappropriate behaviors, you will identify reasons why a child clings to these behaviors.	A. Review activities A, B, C, D, E in 7.7.2. Read Games Children Play, Chapman. B. Read Enjoying Family Living, Cross, Ch. 17. C. List reasons why a child clings to a form of that is proving to be a source of trouble in adjustment. D. Discuss ways a child could be made to understand which behavior is inappropriate. E. Read "Your Child's Sense of Responsibility." Public Affairs Committee, 1957. F. Think of your most inappropriate behavior. Talk about "I won't stop because__________________________.	7.7.3 Select two inappropriate behaviors and give probable reasons for the child to cling to the behavior.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.8 Understands appropriate methods of discipline and applies correct procedures when necessary

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.8.1 Using resource materials, you will summarize the democratic form of discipline.	A. Read Child Growth and Development, Hurlock, Ch. 21. B. Read Homemaking for Teenagers, McDermott, Book II, Ch. 6. C. Read A Handbook for Family Day Care Workers, Bridgeman, et al. D. Describe democratic discipline and evaluate this method. E. Read Understanding Your Child From Birth to 3, Church, Ch. 5, pp. 114-117. F. When using rewards for good behavior there are three main areas: 1) getting children to do things they have never done; 2) getting children to continue doing something they already do; 3) getting children to stop doing something which is troublesome. Use a "Buzz Session" to discuss these three areas. G. Using the principles of the democratic form of discipline, give specific examples of how you would use the following methods to get a child to stop doing something: 1) By ignoring the behavior and rewarding something else they are doing. 2) By giving them something else to do to distract them. 3) By intervening in dangerous situations only.	7.8.1 Write a paragraph summarizing the democratic form of discipline. Use Teachers's Summary in Appendix for guidelines in evaluating.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.8 Understands appropriate methods of discipline and applies correct procedures when necessary

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.8.1 (Continued)	H. Explain the difference between a reward for good behavior and a bribe. I. List ways which you can be democratic with children. J. From your personal experiences, do you think rewards for appropriate behavior is the best way to curb a child's misbehavior? Can you think of a situation in your experience that has influenced your opinion? Debate the issue with a class member whose opinion differs from yours.	
7.8.2 Given reasons dealing with discipline, you will list the qualities of good discipline and explain their importance to the welfare of the child.	A. View filmstrip Discipline and Punishment, McGraw-Hill. B. Read The Magic Years, Fraiberg, pp. 244-264. C. Read Understanding Your Child From Birth to Three, Church, Ch. 5, pp. 114-117. D. To show your understanding of the term "discipline," write the definition of discipline as stated in the resources.	7.8.2 List qualities of good discipline and explain their importance to the welfare of the child. or List reasons for "good" discipline of the following examples: 1) Spanking 2) Removing privileges 3) Giving warnings with limitations 4) Explaining anger or disappointment (feelings)

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.8 Understands appropriate methods of discipline and applies correct procedures when necessary

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.8.2 (Continued)	E. What difference would you expect to find among children who are disciplined: 1) Harshly. 2) Kindly but firmly. 3) Differently from one day to the other. 4) Those who feel that no one cares what they do. Write a paragraph explaining your answers.	
	F. Use case studies to analyze ways discipline is used in each family in Living and Learning With Children, Ch. 6, or Psychology in the Classroom, Dreikurs (Use Appendix Chart).	
	G. Fill in the self-test on discipline in the Appendix, then check answers using resources.	
	H. Use checksheet in Appendix on appropriate methods of discipline.	
	I. Read "Mama Spanks Me," New Mexico State University, (Cooperative Extension Service).	
	J. Have a "brainstorming" session on why discipline is so important in a child's life.	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.8 Understands appropriate methods of discipline and applies correct procedures when necessary

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.8.2 (Continued)	K. Discuss with class members how different approaches to discipline may affect a child. L. Review activity A from 7.8.1.	
7.8.3 Given a list of appropriate and inappropriate methods of punishment, you will evaluate each method and decide the effect upon the child's motivation to conform to rules in the future.	A. Evaluate the appropriate methods of discipline and the effect upon the child's ability to conform in the future. B. Do a written evaluation of the inapproppriate methods of punishment and the effect upon the child's ability to conform in the future. C. With members of the class participating, compile a list of explosive situations within the family that stem from uncurbed, inappropriate punishment in childhood. Spontaneously role play a situation from the list, with a class discussion to follow. D. Divide the class into groups. Each group brainstorms strategies for a particular method of overcoming inappropriate behavior. Ask for volunteers who have a discipline problem. These volunteers will rotate around groups and ask for methods of correcting behavior. Form a sharing	7.8.3 Give an oral evalaution of appropriate and inappropriate methods of punishment and a description of the effect upon the child's future, using checksheet in Appendix.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.8 Understands appropriate methods of discipline and applies correct procedures when necessary

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.8.3 (Continued)	D. (Continued) circle and have the 3 volunteers sit in circle and discuss how they felt about each method of discipline, and why some techniques were more successful. E. Review activities A and B from 7.8.1, and activity A from 7.8.2. F. Read "Tantrums," Cooperative Extension Service, W.V.U., April 1967.	

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.9 Understands situations which promote problem behaviors and methods of avoiding them

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.9.1 Given a preschool environment, you will justify by example the importance of a routine to minimize problems and confusion.	A. Read Enjoying Family Living, Cross, Ch. 7. B. Read Child Growth and Development, Hurlock, Ch. 17. C. Look up the meaning of routine in resources. D. Discuss why the family routine requires adjusting to meet the needs of a child. E. List reasons why a routine should be flexible. F. Hold a "buzz session" on how a routine should be flexible. G. Write a paragraph on how a routine will minimize problems and confusion.	7.9.1 Write a paragraph on how routine will minimize problems and confusion. or Observe and report on the importance of routine in a pre-school environment.
7.9.2 Given resource materials, you will identify conditions that promote problem behaviors.	A. Read Child Growth and Development, Hurlock, Ch. 19. B. Explain to class members how you think a strictly enforced routine could produce nervous tension and resentment in children.	7.9.2 List conditions that promote problem behaviors. Refer to Appendix for Teacher's Summary for guidelines.

Task Area: 7.0 Handling Special Behavioral Situations

Competency: 7.9 Understands situations which promote problem behaviors and methods of avoiding them

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.9.2 (Continued)	C. Discuss good and bad effects upon the child when the mother works and the child is with a babysitter. D. Make a list of conditions that promote problem behaviors. E. Explain how allowing a child to be tired and hungry, to be in poor health, to associate with emotional people, to harbor thwarted desires, and unpreparedness contribute to behavior problems. F. Explain how not having a place of his own can cause problem behavior for Tommy. Discuss in small groups how factors of his environment such as: 1) Crowded living conditions; 2) Dirty, unsanitary house; 3) No play yard; 4) Inadequate play and reading materials; 5) Lack of supervision; and 6) Boredom can cause behavior problems. F. Review activity A from 7.9.1.	

Task Area: 7.0 Handling Special Behavioral Problems

Competency: 7.9 Understands situations which promote problem behaviors and methods of avoiding them

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
7.9.3 Given resource materials, you will explain methods of avoiding problem behaviors.	A. Review activity A from 7.9.1, activity B from 7.9.2. Make a list of everything you did after school yesterday. B. List the ways a child can be helped to develop good feelings about self, thus preventing some behavior problems. C. What behavior problems could be prevented if the child is allowed to share in family life? Do you believe in close family ties? Share your opinions with class members. D. How do you think having a sense of order in your living as a child has contributed to your life today? Write a paragraph of explanation. E. Do you believe a sense of achievement is necessary for emotional stability? What happens when a child or adult feels unworthy? Discuss. F. Prepare to role play a method of avoiding problem behavior. Use "Techniques for Working With Young Children" in Appendix. G. Review activity A from 7.9.1, activity B from 7.9.2.	7.9.3 From Activity A, exchange lists with another student marking those activities which are healthful. Explain choices marked in group discussion.

Appendix

LEARNING ACTIVITY
Objective 7.1.1

Activity A: Read The Developing Child, Brisbane, Chapters 5, 6, 8, 9, 11, and 12.

Points Which May Be Covered in Discussion

To feel loved, accepted and secure, a child must receive:

a) Praise for accomplishments.
b) Pleasant early associations with people, adults, family, and neighborhoods.
c) Encouragement to participate in chores.
d) Encouragement to do things for self.
e) Praise for displaying courage.
f) Freedom from tension and too much excitement.
g) Association with calm people.
h) Freedom from fatigue.
i) Understanding of inner feelings of hostility.

A child will feel insecure in the presence of:

a) Constant criticism.
b) Neglect of needs both physical and emotional.
c) No rewards for accomplishments or good behavior.
d) Unhappy people, nervous excitable people.
e) Friction in home climate.
f) Loneliness, no playmates.
g) Overly ambitious people.

Supplemental Reading:

P.E.T., Parent Effectiveness Training
T.E.T., Teacher Effectiveness Training

EVALUATION
Objective 7.1.1

Activity C: Make a chart on the level of development for different ages.

Checklist for scope of group work on developmental tasks.

Physical Development

2 years	3 years	4 years	5 years	6 years
Gains 5 to 6 lbs., 4" in height	Gains 4 to 5 lbs., 3" in height	Gains 4 to 5 lbs., 3" in height, av. 35 lbs., 39"	Av. 41" tall, 39 lbs.	Av. 44" tall, 42-45 lbs.
Knees & elbows slightly bent, abdomen protrudes.	Legs longer, more upright.	Figure straighter and slimmer, protruding abdomen flattens, shoulders widen, legs grow.		
Can undress self, tries to put shoes on.	Washes face & hands, may dress self, combs hair.	Dresses & cares for self. Laces shoes.	Can dress and undress self. Has definite likes and dislikes in clothing.	
Control of elimination beginning.	May go to bathroom alone.	Takes care of own need, few accidents.	Takes charge of self, rarely has accidents.	
Works hard at talking 275-300 words.	Can talk about objects and events. 900-1000 words.	Talks clearly. 1,500 words.	2,000-2,200 words. Answers questions and makes statements with fairly correct finished statements. Questions are asked for more information.	2,500 words.
Parallel play. Activities using larger muscles, rough, tumble, runs, falls often.	Throws overhand. Likes motion toys, trains, trucks. Uses alternate feet going up & down stairs. Walks on tiptoes.	Very energetic, climbs, jumps. Dexterity of hands & fingers improves.	Performs gracefully with more speed. Ties shoes.	Climbs, jumps runs as well as ever will. Uses scissors. Writes names.

EVALUATION
Objective 7.1.1 (Continued)

Physical Development

2 years	3 years	4 years	5 years	6 years
Appetite decreases, dawdles, needs help.	Adept & skillful at eating. Spills sometimes. Uses knife & fork.	Appetite is only fair.	Better appetite. Fills mouth to full.	Appetite usually good. Gulps food.
Sleeps around the clock.	May not have an afternoon nap;	Usually does not have an afternoon nap.	11-12 hours of sleep is average.	11-12 hours of sleep is average.

Emotional, Social and Intellectual Patterns

2 year old: More sure of self, makes fewer demands. Since communication increases child can communicate demands. Child expresses love and affection; violent outbursts less frequent. Child is outgoing, friendly, less self-centered. Child has little sense of time. At about 2½, child enters a period of negativism. Child is often stubborn and demanding, emotions are violent and noisy. Child is very jealous. Child has a good memory, and can differentiate between before and after. Knows "today". Imagination starts and child lives in a make-believe world. Child is very curious and explores everything. Child imitates vertical and horizontal strokes with crayon.

3 year old: Child is sunny, cooperative, considerate. Child shares, waits turn, and is learning to get along with others. Child follows orders, talks all the time, and can be reasoned with. Temper outbursts are less frequent, but jealousy reaches peak. Child is sympathetic and tries to comfort. Child remembers simple commands, uses numbers, names some colors and knows age. Recognizes sizes and shapes. Knows today and tomorrow. Likes to construct and create. Likes crayons, clay, gym equipment and TRICYCLES. Draws recognizable person and house. Matches puzzle forms. Stands on one foot.

4 year old: Not as pleasant as 3. Hits, kicks, throws stones, quarrels, argues, competes. Is also loving and affectionate. Increasingly independent. Blames others for misdeeds. Cannot tell fact from fancy. More interested in friends than in adults. Shares possessions and toys. Interest span is short. Tells tall tales.

EVALUATION
Objective 7.1.1 (Continued)

5 year old: Child is in an adjusted rather quiet period. Conforms, is more practical, sympathetic and serious. Usually finishes what is started. Increasingly realistic, less fanciful. Seeks information, accepts instructions, minds mother, and often is sensitive to criticism. Outgoing friendliness, more patient and generous. Very social and talkative, prefers group play. Less quarreling, develops a feeling of fairness. Can tell a story, sing songs.

6 year old: Is in a "down" phase. Stubborn, quarrelsome, boisterous. Resents directions, "knows" everything. Repidly changing moods. Loves and hates and accepts and rejects. Easily hurt. Social relations with family and friends may frequently be marked by friction, aggression, threats, stubborness and rudeness. Very possessive of belongings. Identifies with adults, yet is often insecure and dependent.

The Developing Child, Brisbane, Chapters 7, 8, 9 and 10.
How An Average Child Behaves, Parents; filmstrip series.
Terrible Twos and Trusting Threes, Frustrating Fours and Fascinating Fives, films.

LEARNING ACTIVITY
Objective 7.1.3

Activity G: Brainstorm some ways of showing acceptance of a child while assisting child in a learning situation.

1. Brainstorming Techniques:

   Technique for collecting a large number of ideas for solving a problem. No criticism of ideas, all ideas are accepted. You may add on your ideas to other ideas. Any idea is acceptable, no matter how "far out".

2. An example for a warm-up for brainstorming:

   Think of reasons you don't want to come to school on some days.

3. Collect ideas from each group and discuss.

Engaging Childhood, Arthur Burdett.

LEARNING ACTIVITY
Objective 7.1.3

Activity H: Use Gum Drop Towers to experience roles of helper and learner. Play act or observe small children building a tower cooperatively.

1) Form a sharing circle, have two students make lists of ideas from the group for a Good Helper and Bad Helper.

Examples:

Good Helper	Bad Helper
Patient	Ignores
Energetic	Neglects
Considerate	Humiliates
Cheerful	Rigid
etc.	etc.

2) Divide students into groups of two.

3) Provide materials to make a high tower: Example: Gum Drops, straws and miniature marshmallows.

4) One student acts as helper, one acts as learner - builds tower.

5) Roles reverse.

6) Question period follows: For example:

   a. How did it feel to be helpful?
   b. How did it feel to teach?
   c. What did the helper do to help get the task done?
   d. What did the helper do to make the learner feel good?

LEARNING ACTIVITY
Objective 7.1.3

Activity I: I Am Lovable and Capable Exercise.

1) Teacher or a student prepares a sign with the letters IALAC, places on card and hangs around neck before class starts.

2) Tell or read story of I Am Lovable and Capable (Sidney Simon, Argus Communications, Niles, Illinois).

3) As the story progresses, the main character experiences things that either build up or tear down esteem. Tear off a piece of the sign or add on patches to illustrate.

4) Modify or add personal experiences if you'd like.

5) Students make signs, walk around room and converse with other students, tearing off pieces or adding on patches.

Taken from I Am Lovable and Capable.

EVALUATION
Objective 7.2.1

Teacher's Summary

Definition of inappropriate behavior: Problem behavior is behavior that makes life difficult and unsatisfactory for the child, not for parents alone.

Read: Improving Your Child's Behavior, Hunter and Carlson.

Common types of problem behavior may be placed in five groups according to the way in which they endanger the child's physical or psychological well-being:

1. Behavior that interferes with efficiency.
   Dawdling.

2. Behavior that interferes with physical well-being.
   Nibbling between meals, gulping food, resistance to going to bed.

3. Behavior that interferes with social adjustment.
   Does things that annoy or antagonize people, is rude, selfish, inconsiderate of the rights and feelings of others.

4. Behavior that attracts unfavorable attention.
   Cutting up, clowning or doing foolhardy things. Adults think child silly or a pest, other children regard child as a show off.

5. Behavior that makes the child feel inferior.
   Persists in doing things which are regarded as wrong -- taking things, telling secrets, etc. Will be criticized, punished and obstracized by classmates. Develops a guilt and inferiority complex.

Child Growth and Development, Hurlock, pp. 324-327.

EVALUATION

Objective 7.2.2 Using your grouping of behaviors that endanger a child's physical or psychological well-being, identify possible causes such as physical, mental, emotional, or environmental as outlined in Activity A and B from 7.2.1.

Suggested title of panel: Inappropriate Behaviors Caused by Physical, Emotional, Mental and Environmental Factors

Guidelines for Small Group Discussion
(points that should be brought out)

Physical:	Size (larger or smaller), strength (stronger or weaker), illness, pampering at home, handicaps, lack of rest, hungry.
Mental:	Retardation, slower than others, brighter than others, amount of exposure to books, amount of exposure to play materials.
Emotional:	Treatment at home, feels rejected, unloved, insecure, feels worried, unduly criticized, methods learned to get attention.
Environmental:	Clean, safe and comfortable home, space for toys and to play, good nutritious food, available playmates, an established routine, calm comfortable people.

Child Growth and Development, Hurlock, Chapter 20.
Building Your Home Life, Wallace, Chapter 14.

LEARNING ACTIVITY
Objective 7.2.3

Activity A: Given a list of common types of behavior in 2-6 year old children, identify appropriate ages for each behavior as discussed in A and C from 7.2.1 and A from 7.1.1.

Fill in this chart. Then, check your answers with the resources.

Common types of Behavior	Age to be Expected	Inappropriate
Bangs head on wall.		
Resists going to bed.		
Calling out for things not needed.		
Getting out of bed, running around.		
Dawdles on toilet.		
Waits to long, wets pants.		
Gulps food.		
Spits food out.		
Eats between meals.		
Picking at different parts of body.		
Bites fingernails.		
Uses baby talk.		
Stutters.		
Dominates conversation.		
Interrupts when others are talking.		
Shows off around strangers.		
Unusually shy.		
Pushes, shoves.		
Bites.		
Grabs, snatches.		
Rude, discourteous.		
Will not share possessions.		
Boasts, brags.		
Criticizes.		
Teases smaller children.		
Bullies smaller children.		
Tattles to adults.		
Temper tamtrums.		
Thumb-sucking.		
Swearing and name calling.		

Child Growth and Development, Hurlock, Chapters 20, 21.
The Developing Child, Brisbane, Chapters 7, 8, 9, 10.
How An Average Child Behaves, Parents' filmstrip series.

LEARNING ACTIVITY
Objective 7.3.1

Activity A & B: Given a list of inappropriate behaviors, the learner will demonstrate examples of methods that are consistent with the resources of overcoming the behavior.

Inappropriate Behaviors
(you may have some that you would like to add)

1. Child bangs head against wall or other object.
2. Strongly resists going to bed. After being in bed calls out for things not needed. Gets up and runs around.
3. Has temper tantrums.
4. Bites other children and sometimes adults.
5. Refuses to share toys.
6. Knocks block structures down that other children build.
7. Talks back to adults.
8. Uses swear words.
9. Rebels against people in authority.
10. Hits and fights with other children.
11. Is a show-off.
12. Resents a younger child in the family.
13. Fusses and fights with brothers and sisters.
14. Practices "name calling".
15. Dominates conversation.
16. Is a tease and a bully.
17. Resists picking up toys.
18. Has bedtime fears - fear of the dark, noises, nightmares.
19. Bedwetting in older children.
20. Dawdles over meals, plays during meals.
21. Uses bad table manners when knowing better.

Suggested Methods of Overcoming Inappropriate Behaviors

1. Find out why child is clinging to this form of behavior.
2. Help child to become fully aware of bad behavior and why it would be better to behave in some other way.
3. Encourage the child to want to change this behavior.
4. Encourage child to replace the behavior with behavior that will be beneficial.
5. Replace every act that is proving to be harmful or troublesome to the child with one that will be helpful.
6. Make the new behavior seem more attractive to the child than the old by associating praise with it.
7. Don't overlook lapses.
8. Encourage the child to be active.

Child Growth and Development, Hurlock, Chapter 20.

LEARNING ACTIVITY
Objective 7.3.1

Activity D: Fill in chart for observation.

Fill In Chart for Observation

Behavior	Method Used to Curb Behavior	Child's Age	Were you able to identify the cause of the behavior? Explain.

EVALUATION
Objective 7.3.1

Roleplay Situation Leading to Appropriate Behavior

Situation: Child gets out of bed.

Mother puts child to bed, turns out light, says goodnight and leaves the room. Five minutes later Johnny is out of bed and back in the room.

Johnny: Mommy, I'm not sleepy -- what are you doing?
Mother: Oh, nothing important. Come here beside me and let's talk about why you're not sleepy.
Johnny: I'm not sleepy because I couldn't get comfortable in my bed, and it's dark in there.
Mother: What do you think we could do to make it more comfortable in there?
Johnny: Well, I thought maybe if you'd come read me a story, I could get comfortable.
Mother: Yes, Johnny, I'll bet it would help. Let's go try.
Johnny: (holding Mother's hand) Maybe you'll read the story about the three bears. You know, you forgot tonight, didn't you? You always read about the three bears.
Mother: (tucking Johnny in bed and opening the book) I wonder why we forgot the three bears tonight, Johnny. I guess we got to interested in Jack and the Beanstalk, don't you?

Mother starts to read as Johnny snuggles down in bed. The story finished, Mother leans over and kisses him. "Goodnight. Now go to sleep. We have a lot to do tommorrow, and you don't want to be tired."

Johnny: (hugging mother) How about pancakes for breakfast, Mommy?
Mother: Yes, I think that will be a good idea. Are you comfortable now-- do you think you can go to sleep?
Johnny: Yes, I think I feel a little sleepy. Goodnight -- Mommy, leave the door open a little bit, please.

1. Why did Johnny get out of bed?
   He really wasn't sleepy, but needed companionship.
2. Did Mother try to find out why he got out of bed?
   Yes, she understood that he needed love and companionship.
3. Did she encourage him to want to go back to bed?
   Yes, she asked him what he needed to be "comfortable".
4. Did she encourage him to want to stay in bed and get his rest?
   Yes, she said they had interesting things to do the next day, and he wouldn't want to be tired.
5. Did she meet his unspoken request for love, attention and security?
   Yes, she took part of the blame for his getting out of bed by saying they did forget his story. In this way, Johnny didn't have to feel guilty about a misbehavior.
6. Do you think Johnny will repeat the behavior the next night?
   Not if mother gets him comfortable, reads his story, and is understanding. If he does, she will put him back kindly but firmly.

EVALUATION
Objective 7.3.1 (Continued)

Example for Role Playing A Situation Leading to Inappropriate Behavior

Situation: Child gets out of bed.

Mother puts child to bed, turns off light, says goodnight and leaves the room. Five minutes later, Johnny is out of bed and back in the room.

Johnny: Mommy, I'm not sleepy -- what are you doing?
Mother: What are you doing out of bed? Now, get back in your room and go to bed this minute.
Johnny: No, I'm not sleepy, and anyway it's to dark.
Mother: Now Johnny, you are going to bed whether you are sleepy or not -- it's your bedtime. I'm tired of going through this every single night.
Johnny: No, I'm not.
Mother: Don't you say no to me. If you don't go to bed this minute, I'll give you a spanking that you won't forget.
Johnny: (starts to cry) No, it's dark in there.
Mother: (getting up and grabbing him by the arm) You are going to bed, Johnny, so never mind the dark, and you might as well stop crying.
Johnny: (starts to scream) No -- No -- No!
Mother: (spanks him) Now stop that screaming right now. If you don't stop, you won't get to play with Mary tommorrow.
Johnny: (gasping for breath) I don't want to play with Mary anyway, so there.
Mother: (picks Johnny up, carries him to bed) You stay there. Don't you get up another time, do you hear me?
Johnny: (screaming as loud as he can) I hate you! You're the meanest Mommy on earth!

Mother goes out, closes the door, and leaves Johnny crying himself to sleep.

1. Why did Johnny get out of bed?
   He was curious, interested in what was going on, really wasn't sleepy, felt lonely and wanted attention, and probably behaved the same way every night.
2. Did the mother try to find out why he behaved like that at bedtime?
   No, she just forced him back to bed regardless of his feelings.
3. Did she do anything to help the child want to change his behavior?
   No, she just made him do as she said, leaving him no choice but to do as she said.
4. Did she encourage him to replace the behavior with behavior that would be beneficial to him?
   No. Lonely, crying himself to sleep, he would feel unloved, insecure, and would not know how to replace the behavior.
5. Did she try to explain why he should go to bed?
   No, she left him upset, tense, anxious, and hurt.
6. Do you think Johnny will repeat the behavior the next night?
   He probably will.

LEARNING ACTIVITY
Objective 7.4.2

Activity B: Explain why you think the personality traits compiled in 7.4.1 should be developed in a child to foster self-acceptance and acceptance of others.

Several Reasons Personality Traits That Are Desirable Should Be Fostered in A Child

1. There are three essential ingredients to happiness: acceptance by others, affection from others, and achievements that are satisfactory to the child.
2. Reasonable self-satisfaction is essential if a child is to develop a healthy concept of self.
3. An attractive personality is one in which socially desirable traits predominate.
4. Socially desirable traits should be encouraged in early childhood.
5. Certain traits are regarded as being desirable and others undesirable.

Child Growth and Development, Hurlock, Chapter 18.

You may want to add reasons to this list.

LEARNING ACTIVITY
Objective 7.4.2

Activity E: Describe some of the methods used that foster undesirable personality traits.

Methods That Produce Undesirable Personality Traits

1. Constant criticism quickly undermines what little self-confidence a young child possesses.
2. The feeling of not being wanted or being a nuisance is one of the quickest ways to lay the foundation for a deep-rooted feeling of inferiority in a child.
3. A child who is poorly adjusted is likely to find that people don't want to be around where the child is. Under these conditions it is hard for the child to be happy.
4. Criticism of cowardice by laying emphasis on the fact that the child is a baby or "fraidy cat" will cause the child to develop a resentful, antagonistic attitude toward critics or to withdraw into a shell and try to cover up his timidity.
5. Bringing a child up with the idea that "children should be seen and not heard" gets the child into the habit of behaving without self-assertiveness necessary for success in American life today.
6. Pampering a child causes a learning to expect others to do everything. As the child grows older a feeling of abuse and imposition will develop as lifes loads appear. This makes other children dislike the child and refuse to play with the child.
7. Overambition can kill a healthy ambition. Allowing a child to set unrealistically high goals can cause a defeatist attitude and giving up.
8. Not having other children to play with during early years may cause the child to develop shy, retiring, self-conscious personality patterns. Getting used to being alone or only with adults will cause self-sufficiency with no desire to form friendhips with other people.

Child Growth and Development, Hurlock, Chapter 18

LEARNING ACTIVITY
Objective 7.4.2

Activity F: Describe some of the methods of fostering a desirable personality trait in a child.

Methods that Produce Desirable Personality Traits

Cheerfulness

A good healthy condition aids cheerfulness. It is not hard for a healthy child who feels well to laugh and frolic.

Enthusiasm

Talk about, plan for, and anticipate the pleasure to come from even the simplest experiences, emphasize all the pleasant aspects concerned.

Sense of Humor

Encourage the child to always see the funny side of a difficult or irritating situation, minimize irritating aspects. Being with people who can always laugh and seeing the amusing aspect of anything gives the child a pattern that is easy to follow.

Courage

The child should always be praised unstintingly for even a slight display of courage. Do not hover; the child will develop confidence and display more courage.

Unselfishness

Unselfishness should always be rewarded if the child is to believe it is worth it. Satisfaction from recognition of unselfishness, whether in the form of thanks, praise, or an actual reward will encourage the child to continue to be unselfish.

Sympathy

Young children lack the ability to sympathize with others. Development of sympathy must wait upon the development of imagination. Ask the child about feelings if the same thing happened personally.

Calmness

Control environment so that there will be a minimum of exciting experiences. Children should associate as much as possible with calm people.

Self-Confidence

1. Use lavish praise for the child's efforts to do what is expected. Frequent praise causes self belief.
2. Give plenty of opportunities to evaluate abilities favorably. The child should occasionally be given a chance to do things with younger children and show them up favorably by comparison.
3. Teach the child to do things for self as soon as capable. Helplessness breaks down self-confidence, while independence fosters it.

Self-Assertiveness

Every child should be given opportunities to assert self. Opportunities should be given to express self on different matters. This should be encouraged within reason.

Cooperativeness

Encourage child to participate in family chores as soon as capable of doing so. This will develop a favorable attitude toward doing things with others including playmates.

LEARNING ACTIVITY
Objective 7.4.2

Activity F: (Continued)

Good Sportsmanship
This usually develops through examples of good sportsmanship on the part of parents and brothers and sisters. Point out also that poor sportsmanship will cause dislike of other children and show child how to behave when losing.

Ambition
Make it pleasant for a child to do things within reason and capability. Praise the child for efforts and curb criticism of failures. Encourage the child to set goals within reach.

Reasonable Self-Satisfaction
Be satisfied with the child -- the child will become one worthy of the love and respect of those who mean most and will try to do well.

Child Growth and Development, Hurlock, Chapter 18

LEARNING ACTIVITY
Objective 7.4.2

Activity H: Analyze the effect families have upon the development of desirable personality traits in children.

Family's Influence on the Development of Personality Traits

The members of the child's family are of primary importance in determining what sort of person the child will be.

a) A child learns by imitation; a mother with a cheerful and happy outlook on life presents a desirable pattern of behavior to her child.

b) A father coming home from work irritable and grouchy shrouds the atmosphere in gloom, presents an undesirable pattern.

c) Other members who are happy and contented with no domination by any members present a desirable pattern.

d) The ideal home will give a child a sense of security. Efforts to do what is expected will be encouraged and praised and will help develop self-confidence.

Children who are well liked by others are happy children.

Child Growth and Development, Hurlock, Chapter 18

EVALUATION
Objective 7.4.2

1. Struck out in baseball game - develop sense of humor, ambition, good sportsmanship.

2. New boy in school - sympathy, self-confidence, cheerfulness.

3. Being the subject of an offending practical joke.

   A. Calmness

   B. Cooperativeness

   C. Self-Assertiveness

LEARNING ACTIVITY
Objective 7.5.1

Activity B: Analyze Authoritarian and Permissive methods of handling children.

	Authoritarian	Permissive
Education:	Little emphasis on explanation. Child expected to accept rules and unquestioningly follow them because "Mother knows best."	Few rules and little guidance or explanation.
Reward:	Avoided for fear of spoiling the child.	Child expected to derive satisfaction from the social aproval good behavior brings.
Punishment:	Emphasis on corporal punishment for misbehavior. No attempt to find out if misbehavior was lack of training or lack of control.	Learn from extreme consequences of the act done.

Good examples of each found in Some Special Problems of Children, Ridenour and Johnson.

Child Growth and Development, Hurlock, p. 337.

LEARNING ACTIVITY
Objective 7.5.2

Activity A: Read the following techniques. Apply two (2) to real life situations.

TECHNIQUES FOR WORKING WITH YOUNG CHILDREN

1. Give warning before changing activity.	"It's about time to go inside." "We will be ready to eat very soon." "When you finish that puzzle, it will be time to put the puzzles away and get to bed."
2. When giving directions or suggestions, state them in the positive. Avoid using "No" and "Don't" as much as possible. Make demands short and simple.	"Ride your tricycle around the bench," instead of "Don't bump the bench." "Throw your ball over here," instead of "Don't hit the window." "Give me the ball to hold while you're climbing," instead of "Don't climb with that ball in your hand." "Take little bites and then it will all go in your mouth," instead of "Don't take such big bites and then you won't spill."
3. Give the child a choice only when you intend to let the child follow the choice.	"It's time to go home now," instead of "Do you want to go Home now?" Sometimes a child may be offered a choice to clarify a situation. For example, the child may be interfering with someone's sand pies and the teacher may ask, "Do you want to stay in the sandbox?" A response of "Yes" is defined further as "Then you will need to play at this end of the box out of Bobby's way."
4. If a child has no choice but must follow directions, be positive in giving directions. Expect them to follow the directions.	"We are going inside now. I will wait for you to get off the slide." "If you cannot come in alone, I will need to help you."
5. Redirecting activities often prevents trouble.	Children are running, banging furniture, etc. Parent or teacher says, "I am ready to read to you," or "Here is your juice." "It's Bill's turn to ride the tricycle now. You might rake the leaves while you're waiting for your turn."

LEARNING ACTIVITY
Objective 7.5.2

Activity A: (Continued)

6. Be honest with children. Answer questions honestly.	"I am going to town. I will be back soon after your nap. Mary will stay with you." Child: "Why did I have to stay at home with a babysitter last night? I wanted to go with Mommy." Teacher: "Your Mommy went to an adult party. It was not for children."
7. Follow through with promises.	"I'll read your book after juice."
8. A child must be protected. Safety precautions must be used. Stop or change activities which are dangerous.	"You need to sit down while you have a lollypop in your mouth." "Scissors are for cutting." "I will hold that stick while you run." "We work when we have shovels in our hands."
9. Use reminders rather than questions when children get defensive, or often tell things that aren't so.	"You forgot your hat, I'll wait for you to go for it." "You forgot to wash your hands clean. I will help you if you need for me to."
10. When children start telling untruths often, then suggest that it is teasing.	"That was a funny story you told me. It could have happened, but you are teasing this time, I know it really did not happen."
11. Your voice is a teaching tool. Use words and a tone of voice which will help the child to feel confident and reassured.	
12. Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior "naughty," "selfish."	
13. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.	

LEARNING ACTIVITY
Objective 7.5.2

Activity B: Using the following list of methods of handling children, select the ones that will encourage desirable attitudes toward authority, and write a paragraph justifying your choices.

METHODS OF HANDLING CHILDREN

If you think the method is desirable, put YES in front of the number, and NO if not.

_____1. Teach a child what to do and what not to do.
_____2. Punish a child for misdeeds whether intentional or unintentional.
_____3. Act angry yourself.
_____4. Help the child feel loved even when misbehaving.
_____5. Give child outlets for feelings.
_____6, Let child know that you share feelings.
_____7. Yell and shout at child when misbehaving.
_____8. Undermine self-confidence by making child feel bad behavior means the child is bad.
_____9. Tell child not to hit other people, then spank the child.
_____10. Play favorites in settling disputes.
_____11. If child doesn't want to eat, send child to bed.
_____12. Be sure child has personal things, let child know what it means to own things.
_____13. Substitute something else for what is being destroyed.
_____14. Provide experiences when child is ready for them.
_____15. Bribe child to do what you want.
_____16. When child misbehaves, send child to bed.
_____17. Help child to help himself.
_____18. Be kind, understanding and not to rigid.
_____19. Give child attention for being self.
_____20. Shame child for misdeeds.
_____21. Give child a fair measure of attention.
_____22. Provide interesting things to do.
_____23. Tie or restrain child in bed.
_____24. Take child on trips with you.
_____25. Let child take real responsibility around home.
_____26. Spontaneously reward child for good behavior.
_____27. Be truthful with child.
_____28. Help child make friends.
_____29. Provide creative outlets for childs interests.
_____30. Tell child to go away, you are to busy.
_____31. Humiliate child before others.
_____32. Compare child unfavorably with other children.
_____33. Ignore or isolate child who wants attention.
_____34. Make child do something fearfull.
_____35. Tell child you will go away and leave him if child doesn't do what you say.
_____36. Make fun of child and childs fanciful tales.
_____37. Make child feel guilty if child doesn't please you.

LEARNING ACTIVITY
Objective 7.5.2

Activity B: (Continued)

_____38. If child doesn't want to eat, force child to.
_____39. Talk about child in childs presence.
_____40. Call child a liar when child tells one of those "tall tales".
_____41. If child hits another child, hit child back to show child how it feels.
_____42. Watch for opportunities when you can praise child.
_____43. Let child act own age, or younger and don't expect to much.
_____44. Find things to do together - things that will be fun for both of you.
_____45. Take toys away and give to another child.
_____46. Explain the newness of a differnet situation or activity before child experiences it.
_____47. Criticize child and child's efforts.
_____48. Read stories to child and take time to talk about them.
_____49. Take time to listen to child.
_____50. Encourage and stimulate child by giving honest answers to questions.

Sources: Family Living, Duvall, Chapter 6.
Some Special Problems of Children, Ridenour and Johnson
Homemaking for Teenagers, Book 2, McDermott, Chapter 6

EVALUATION

Objective 7.5.2. Given a list of methods of handling children, evaluate them and select the methods which will encourage desirable attitudes toward authority.

A. Match

Techniques

1. Give warning before changing
2. State directions or suggestions positively.
3. Give limited choices when you let the child follow a choice.
4. Redirecting activities often prevents trouble.
5. Answer questions honestly.
6. Follow through with promises.
7. Stop and change dangerous activities.
8. Use reminders rather than questions when children get defensive.
9. When children tell untruths often, then suggest that it is teasing.
10. Use words which will help the child to feel confident and reassured.
11. Avoid methods such as name-calling or labeling.
12. Avoid comparing children or competition.

Examples

_____We're leaving now.

_____Jump over the mud puddle instead of walking though it.

_____In five minutes it will be bedtime.

_____You may wear the blue or yellow shirt with your blue jeans.

_____Oh my, you forgot your socks.

_____How many "heroes" will stack the chairs?

_____You can't drive until you're sixteen.

_____I bet the magic fairy ate the cookie, not you.

EVALUATION
Objective 7.5.2

B: The following comments display encouraging or discouraging behavior toward authority. Write E (encouraging) or D (discouraging).

_____1. Get inside right now before I chase you in!

_____2. Let me hold the ball while you climb the tree.

_____3. We are going inside now. I'll wait for you to get off the slide.

_____4. Don't run in the house!

_____5. Scissors are for cutting.

_____6. I don't believe your story.

_____7. You forgot to wash your hands.

_____8. Can I help you get off the roof?

_____9. Can't you do anything right?

_____10. Aren't we quiet like mice on the stairs!

EVALUATION
Objective 7.6.1

EMOTIONS CHARACTERISTIC OF EARLY CHILDHOOD

Anger

Fear

Shyness

Jealousy

Happiness

Affection

Curiosity

5

EVALUATION

Objective 7.6.2 Using the list of emotions found in early childhood, compiled in 7.6.1, describe the causes and behavior associated with these emotions as listed in the resources.

Complete the following chart of emotions, causes and behaviors.

EMOTION	CAUSES OF EMOTION	BEHAVIORS
Anger	1.	
	2.	
	3.	
	4.	
Fear	1.	
	2.	
	3.	
Shyness	1.	
	2.	
	3.	
Jealousy	1.	
	2.	
	3.	
Happiness	1.	
	2.	
	3.	
Affection	1.	

EVALUATION

Objective 7.6.3 Given a list of situations where hostility and aggression are aroused in children, explain acceptable methods as discussed in the resources of curbing the behavior.

Ways of Curbing Hostility and Aggression

Role play aggression and hostility as well as curbing the activity in the following situations.

1. Make clear that aggression is frowned upon.
2. Stop aggression when it occurs.
3. Avoid punishment when it occurs.
4. Punishment stops the action, but generates more hostility and leads to other outbursts at another time or place.
5. When parents punish physically they are providing a living example of aggression.
6. Rely mostly on non-punitive types of punishment.
7. Aggressive children usually come from homes where severe punishment has been employed, or parents have a very lax attitude toward aggression.
8. Consistent discipline.

Child Development and Personality, Mussen, Chapter 9.

SUPPLEMENTARY

P.E.T., Parent Effectiveness Training

EVALUATION
Objective 7.7.1

1. A child needs very definite limits set, not only for safety, but also for emotional security.

2. The child becomes nervous not knowing what behavior is expected.

3. Limits are reassuring because then the child knows what is expected.

4. If no one sets limits the child feels that no one cares.

5. Limits help the child to channel actions into socially acceptable directions; it helps child to learn. Child feels less helpless because of knowing what people expect.

6. A limit must be stated clearly to the child. In that way the child will know what is acceptable conduct, or what substitutes will be acceptable, if any.

7. Only necessary limits should be set. To many limits may result in a guilt-ridden, inhibited child.

Homemaking for Teenagers, Book 2, McDermott, Chapter 6.

Teacher's Summary

The child must have the opportunity to learn about limits and structure; to know what responses can reasonably be expected from adults, what standards the child is expected to uphold, and what consequences the child can predict for both acceptable and unacceptable behavior. At the same time the child needs flexibility and diversity to stimulate curiosity. As the child matures, limits and rules have to change and new and more complex expectations have to be introduced.

Day Care Three, Serving Pre-School Children, DHEW, Publication (OHD) 74-1057.

EVALUATION
Objective 7.8.1

TEACHER'S SUMMARY

Democratic Form of Discipline

Training: Major emphasis on explanation. The meaning of rules and repeating them until the child learns them.

Reward: Recognition for desired behavior or attempts on the child's part to do what is expected. Giving other material or non-material rewards for repeated desired behavior.

Discipline: Reserved for misbehavior which over steps limits. Child is given an opportunity to explain misbehavior. Corporal punishment is infrequently helpful; instead limiting privileges and activities emphasized.

Child Growth and Development, Hurlock, Chapter 21

LEARNING ACTIVITY
Objective 7.8.2

Activity F: Use case studies to analyze ways discipline is used in each family in Living and Learning with Children, Smart, Chapter 6.

Write a brief paragraph for each family in the reading above concerning each column heading.

Family	Are children being prepared for self-discipline.	Does each child feel secure?	Would child be easy to live with or would you like to live with child?	Can you state the reason for discipline each family used?
The Youngs				
The Schultzes				
The Bells				

LEARNING ACTIVITY
Objective 7.8.2

Activity G: Fill in the self-test on discipline, then check answers using resources.

Self-Test

I. Answer the following:

1. At what age is discipline necessary?

2. Why is it necessary?

3. Give an example of punishment in which a child may not know why the punishment occured.

4. Describe ways discipline may vary in the following situations:
   a) One year old throws food
   b) Four year old throws food
   c) Ten year old throws food

II. React to these case studies.

A. Susie made faces when she was tiny and her parents laughed. Now at age two her parents are punishing her when she makes faces. Why punish her? Why does she make faces? Discuss fully.

B. Mother insist Bobby be kind and generous to all his playmates while father is trying to get him to stand up for himself. What can you see in the situation?
What should mother and father do?
How would you teach a child to be pleasingly aggressive?

III. True or False. Correct all false statements.

_____1. If a child misbehaves away from home, punishment should be withheld until returning home.

_____2. For discipline to be effective, parents should try to see the situation from the child's point of view.

_____3. Discipline must start at a very early age.

_____4. To discipline a child means punishment.

LEARNING ACTIVITY
Objective 7.8.2

Activity G: (Continued)

_____5. Effective discipline carries with it the attitude that "you've got to show who is boss".

_____6. One major goal of discipline is to help one act in an acceptable manner in a social group.

_____7. Feelings of inferiority can develop from harsh discipline.

_____8. Sometimes ignoring a situation is the best way to correct a child.

_____9. Children need love and understanding even when being disciplined.

_____10. If one method of disciplining fails, it is wise to try another approach.

EVALUATION

Objective 7.8.3 Given a list of appropriate and inappropriate methods of punishment, evaluate each method and describe the effect upon the child's motivation to conform to rules in the future.

Checksheet

Activity to show appropriate and inappropriate methods of discipline.

Distinguish between firm and harsh discipline by labeling the following remarks "F", indicating firm discipline, or "H", indicating harsh discipline.

1. _____No, you cannot go next door to play with Tommy because you have a cold.

2. _____You should not have left your tricycle in the driveway. It's all your fault that it got run into. I'm going to see to it that you don't get another tricycle.

3. _____No, you cannot have this toy or any other toy in the store because you have been a bad boy.

4. _____You broke my favorite dish. Now YOU stay in the house and watch your baby sister while I wash and set my hair.

5. _____You cannot watch T.V. until you have picked up all your toys.

6. _____If I catch you scribbling on the walls again, you'll get a spanking you will never forget.

7. _____You almost hurt your baby brother. If you try that again, I will spank you.

8. _____You should have come in when I called. We won't have time to go to the store now.

9. _____I found your new ball out in the yard this morning. You'll have to learn to take better care of your things. Find something else to play with now.

10. _____You naughty girl. You should never eat a cookie on the rug.

11. _____Why don't you hang up your clothes like your big sister? I don't think you will ever grow up.

12. _____I've told you before not to touch Dad's watch. Go to your room.

13. _____You stay in the bathroom until you get your hands washed. You cannot eat with such dirty hands.

14. _____You cannot play outside today. It is to stormy. Here are some old magazines and a pair of scissors. It is a good day to cut out pictures for your animal scrapbook.

15. _____Keep away from that dog. He may bite you. If you do that again, I will spank you.

EVALUATION

Objective 7.9.2 Given the resource materials, identify conditions that promote problem behaviors as identified in the resources.

List of Conditions that Promote Problem Behaviors

Give reasons:

1. Strictly enforced routine.
2. Permissive or inexperienced babysitter.
3. Fatigued and hungry child.
4. Ill health present.
5. Association with emotionally unstable people.
6. Thwarted desires.
7. Poor transition between activities.

Child Growth and Development, Hurlock, Chapter 19.

Expand these: Methods of Avoiding Behavior Problems
Make them more specific.

1. Help child to grow a healthy body.
2. Help child to develop good feelings about self.
3. Let child share in family life.
4. Help child have a sense of order in living.
5. Help child to have a sense of achievement.

You may want to add others.

Building Your Home Life, Wallace, Chapter 14.

LEARNING ACTIVITY
Objective 7.9.3

Activity F: Read Techniques for Working with Young Children.

Techniques for Working with Young Children

1. Give warning before changing activity.	"It's about time to go inside." "We will be ready to eat very soon." "When you finish that puzzle, it will be time to put the puzzles away and get some rest."
2. When giving directions or suggestions, state them in the positive. Avoid using "no" and "don't" as much as possible. Make demands short and simple.	"Ride your tricycle around the bench." instead of "Don't bump the bench." "Throw your ball over here," instead of "Don't hit the window." "Give me the ball to hold while you're climbing," instead of "Don't climb with that ball in your hand." "Take little bites and then it will all go in your mouth," instead of "Don't take such big bites and then you won't spill."
3. Give the child a choice only when you intend to let the child follow the choice.	"It's time to go home now," instead of "Do you want to go home now?" Sometimes a child may be offered a choice to clarify a situation. For example the child may be interfering with someone's sand pies and the teacher may ask, "Do you want to stay in the sandbox?" A response of "Yes" is defined further as "Then you will need to play at this end of the box out of Bobby's way."
4. If children have no choice but must follow directions, be positive in giving directions. Expect them to follow the directions.	"We are going inside now. I will wait for you to get off the slide." "If you cannot come in alone, I will need to help you."
5. Redirecting activities often prevents trouble.	Children are running, banging furniture, etc. Parent or teacher says, "I'm ready to read to you." Or, "Here is your juice." "It's Bill's turn to ride the tricycle now. You might rake the leaves while you're waiting for your turn."

LEARNING ACTIVITY
Objective 7.9.3

Activity F: (Continued)

6. Be honest with children. Answer questions honestly.	"I am going to town. I will be back soon after your nap. Mary will stay with you." Child: "Why did I have to stay with a babysitter last night? I wanted to go with Mommy." Teacher: "Your Mommy went to an adult party. It was not for children."
7. Follow through with promises.	"I'll read your book after you drink your juice.
8. A child must be protected. Safety precautions must be used. Stop or change activities which are dangerous.	"You need to sit down while you have a lollypop in your mouth." "Scissors are for cutting." "I will hold that stick while you run." "We work when we have shovels in our hands."
9. Use reminders rather than questions when children get defensive, or often tell things that aren't so.	"You forgot your hat. I'll wait for you to go in for it." "You forgot to wash your hands clean. I will help you if you need for me to."
10. When children start telling untruths often, then suggest that they are teasing.	"That was a funny story you told me. It could have happened, but you are teasing this time. I know it really did not happen."
11. Your voice is a teaching tool. Use words and a tone of voice which will help the child to feel confident and reassured.	
12. Avoid trying to change behavior by methods which may lead to loss of self-respect, such as shaming or labeling behavior "naughty' or "selfish."	
13. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.	

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Task Area 8.0

Supervising Play and Routine Activities

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Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.1 Supervises play activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.1.1 When presented with a schedule of play activities, you will choose those activities that are free play. (Free play is child chosen and the pursuit of the child's own ideas.)	A. Complete the pretest in the Appendix.	8.1.1 Label free play activities on the list in Appendix and teacher will evaluate using the criteria in the resources.
	B. Read Child Growth and Development, Hurlock, pp. 241-256.	
	C. View "The Importance of Play" from Play and Self Expression, Child Development and Child Health Series, Parents Magazine Films, Inc.	
	D. Read Child Development Curriculum, (West Virginia, 1973, characteristics of children (pink insert), part I.	
	E. Read Child Growth and Development, Hurlock, pp. 177-192.	
	F. Read Play as a Learning Medium, Sponseller, Ed., pp. 29-31.	

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.1 Supervises play activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.1.2 When given resources on play activities, you list free play which will support the physical, social and emotional development of the child.	A. Read Understanding and Guiding Young Children, Baker and Fane, pp. 153-163. B. View "Play and Peer Relations" from Play and Self-Expression, Child Development and Child Health Series Parents' Magazine Films, Inc. C. Scan Pandora's Box: Creative Play Ideas, RESA VIII Curriculum Improvement Center. D. Observe free play activity of young children in day care center, kindergarten, or informal setting. E. View the following filmstrips: 1) "Play and Learning about Oneself" 2) "Play and Learning about the World" 3) "Play and Parent/Child Relations" from Play and Self-Expression, Child Development and Child Health Series, Parents' Magazine Films, Inc. F. Construct a bulletin board of objects or pictures of objects using captions to tell what the child will learn or acquire from playing with the objects.	8.1.2 List free play activities on the chart in Appendix according to physical, social and emotional. Teacher will evaluate using the criteria in the resources.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.1 Supervises play activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.1.3 Using available resources, you will list one day's activities that support physical, social and emotional development of the child.	A. Use as many of the following as necessary: 1) Child Learning Through Child Play: Learning Activities for Two and Three Year Olds, Gordon, Guinagh, Jester. 2) Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians, Cherry. 3) Play as a Learning Medium, Doris Sponseller (Ed). 4) Pre-School Games and Activities, Taetzsch and Taetzsch. 5) Pre-School Play, Jameson and Kidd. B. Discuss Cautions with Games and Planning, in the Appendix. C. View filmstrip The Child, Day Care and Child Development Council of America. D. View film Child Grows Up, University of Illinois. E. Review readings and film from 8.1.1. F. Using the resources, make a list of one day's activities that support physical, social, and emotional development of the child.	8.1.3 Cooperatively with the instructor, evaluate the one day activities list you prepared.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.1 Supervises play activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.1.4 Using the planned one day's activities from 8.1.3, you will formulate rules necessary for the child's safety and health.	A. Read Sitting Safely, McIntosh, pp. 5-6. B. Read The Pocket Guide to Baby Sitting, DHEW. C. Read Safe Toys For Your Child, DHEW. D. Read A Setting For Growth, Murphy and Leeper, pp. 18-19. E. View film When Should Grownups Help?, Modern Talking Pictures. F. View filmstrip Safety in the Day Care Center, Day Care and Child Development Council of America. G. Discuss in class safety rules in the day care center. H. Make a poster "Safety in the Day Care Center". I. Review B, C, D in 8.1.1. J. Using the planned activities from 8.1.3 formulate rules necessary for the child's safety and health.	8.1.4 In small groups, compare your formulated rules and those found in the resources. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.1 Supervises play activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.1.5 When presented with a group of children's play activities, you will supervise the activities in the absense of the instructor according to the criteria in the resources.	A. Read Understanding Child Development, Solsrund, Elling, pp. 108-111. B. Read Understanding Child Development, Solsrund, Elling, pp. 115-117. C. Role play the supervision of children's play activities. D. Observe a day care worker's supervision of play activities. E. Plan 1 hour of play activities in support of physical, social and emotional areas, without the supervision of the instructor. F. Review B and C from 8.1.1 and C from 8.1.3.	8.1.5 Self-evaluate your supervision of play activities by using the questions in Appendix. Discussion with the instructor will follow.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.2 Demonstrates the ability to support a child's development through his activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.2.1 When presented with variety of play equipment (outdoor and indoor), you will select toys that support physical development and muscle coordination using criteria in Activity A.	A. Read Education In The Kindergarten, Foster and Headley, pp. 95-125. B. Make a set of picture cards of play equipment which supports physical development and muscle coordination. C. Visit day care center and list toys which support physical behavior D. Review D from 8.1.1.	8.2.1 Select toys by completing Activity B. Teacher will evaluate the learner's selections using the criteria in Activity A.
8.2.2 While supervising a group of children playing, you will demonstrate acceptance of individual differences as outlined in Activity A.	A. View filmstrip Who Am I?, Day Care Council of America. B. Brainstorm examples of individual differences. C. Review D from 8.1.1.	8.2.2 In small or large groups, discuss "Acceptance of Individual Differences". Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.2 Demonstrates the ability to support a child's development through his activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.2.3 When presented with a selection of playthings, you will encourage the child to select the play activities that support the child's mental development.	A. View filmstrip The Child Learns, Day Care and Child Development Council of America. B. Read Education in the Kindergarten, Foster and Headley, pp. 127-137. C. Listen to a group of five-year-olds, in a work or free time activities period. Record all statements which indicate that they are extending their thoughts beyond the factual "here and now". D. Give a demonstration before the class on color, letters, or numbers which illustrates a learning situation for the nursery school student. Explain why you would encourage the child to select this play activity.	8.2.3 Role play behavior that encourages the child to select the play activities that support mental development. Peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.2 Demonstrates the ability to support a child's development through his activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.2.4 When presented with a selection of books, pictures and records, you will identify those activities that develop the language of a child using criteria in Activity B.	A. Read Education in the Kindergarten, Foster and Headley, pp. 342-361. B. View filmstrip The Child Talks, Day Care and Child Development Council of America. C. Visit a kindergarten and record any words, phrases, or sentences which seem particularly colorful and refreshing. D. Record any instances where a child plays with rhyming words or inquires about the meaning of new words. E. Invite a speech therapist come and talk to the group. F. Design a poster showing books, pictures, and records which would aid in developing the child's language.	8.2.4 Teacher will evaluate your checklist of activities that support language development. (Checklist in Appendix.)

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.2 Demonstrates the ability to support a child's development through his activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.2.5 While observing a group of children playing, you will describe the physical and mental play that is necessary for a child's social development.	A. Read Child Growth and Development, Hurlock, pp. 257-273. B. View "Play and Learning About Oneself", from Play and Self Expression, Child Development and Child Health, Parents' Magazine Films, Inc. C. Read Child Growth and Development, Hurlock, pp. 246-252. D. Complete the form in the Appendix on social development. Discuss your answers with the class. E. Observe a child who is popular and one who is unpopular. List qualities they have in common and those qualities that are different. F. Record or write a five minute conversation of a child of kindergarten age for discussion in class.	8.2.5 In a class discussion, describe physical and mental play. Include situations you have observed. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.3 Directs free play activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.3.1 While supervising a group of children playing, you will identify the activities which encourage confidence and stimulate an attitude of self-confidence in the group using criteria in Activity A.	A. Read Child Growth and Development, Hurlock, pp. 177-192. B. Report orally on one of the following: 1) Stimulating attitudes of learning in a group. 2) Organizing activities which encourage confidence and stimulate an attitude of learning in the group. C. Role play a child lacking self-confidence. Discuss activities which might encourage his confidencs. D. Discuss activities which encourage self-confidence. Guidelines in the Appendix. E. Read Understanding and Guiding Young Children, Baker and Fane, pp. 153-197. F. Supervise a group of children playing and identify activities that encourage self-confidence.	8.3.1 Write a paragraph on how activities you conducted encouraged confidence and stimulated an attitude of self-confidence in the group. Self-evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.3 Directs free play

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.3.2 While supervising a group of children playing, you will recognize when to direct activities which encourage confidence and stimulate an attitude of learning in the group.	A. View movie When Should Grownups Help, Modern Talking Pictures. B. View filmstrip Discipline, Day Care and Child Development Council of America or Discipline and Punishment, McGraw-Hill. C. Read Child Growth and Development, Hurlock, pp. 324-334, 335-347. D. Read Understanding and Guiding Young Children, Baker and Fane, pp. 203-221. E. Supervise a group of children during free play.	8.3.2 In a conference with teacher and/or peers, discuss things well done and things you would do differently while directing a free play activity.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.4 Chooses suitable toys for children's activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.4.1 When presented with a variety of toys, you will construct a criteria for selecting toys for various age groups.	A. Using the following references, make a list of characteristics of good play equipment for use in the following areas: indoor games, musical activities, outdoor play, make-believe play, science, and making and building. 1) Child Growth and Development, Hurlock, pp. 241-256. 2) Selecting Children's Toys, University of Missouri, Extension Division of Home Economics. B. Read "Toys That Teach", What's New, Brazelton, January, 1972. C. Read "How to Choose Toys", Redbook, Powell, November, 1974. D. View filmstrip, Choosing Toys and Activities, Day Care and Child Development Council of America. E. Observe a day care center, visit a toy department, or look at catalogues of toys.	8.4.1 Explain your criteria for selecting toys. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.4 Chooses suitable toys for children's activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.4.2 When presented with a play situation, you will select toys that are not too complicated, fragil, difficult to handle, or unsafe.	A. Using the list of characteristics from 8.4.1 A, make a set of of cards picturing toys that are appropriate and safe for various age groups and for the areas listed in 8.4.1 A. Use the checklist in the Appendix for guidelines. B. Visit the toy department in a store near you and list the toys appropriate for young children. Look for safety features. C. Review A and B from 8.4.1.	8.4.2 Select toys from prepared picture cards for a given situation and explain the choices to peer groups.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.5 Encourages the child to put away toys and equipment

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.5.1 In a play situation, where toys need to be put away by the children, you demonstrate positive reinforcement.	A. Observe young children as they are putting toys away. List the outcomes. B. Read "Changing Behavior Through Positive Reinforcement", *A Handbook for Family Day Care Center Workers*. C. Read *Obedience*, Department of Health, New York City. D. Brainstorm ways or role play situations in which you can use positive reinforcement with young children. E. Conduct a panel discussion on actions you might take if the child doesn't put away toys. F. Supervise clean-up time using positive reinforcement to get children to put toys away.	8.5.1 Demonstrate the use of positive reinforcement while encouraging young children to put their toys away. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.6 Guides a child in dressing and undressing

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.6.1 When working with a group of children, you will recognize that you serve as a model for the children's behavior.	A. Read Chats With Parents. . . . Routines and Habits, and Chats With Parents . . . . Routine Bathing and Dressing, Cooperative Extension Service, West Virginia University. B. Visit a day care center and record instances in which children model the adult's behavior.	8.6.1 By use of a sharing circle, discuss how you as a child care worker serve as a model for children's behavior. Teacher and/or peer evaulation.
8.6.2 Using resources available, you will identify the pattern of routine necessary for a child's completion of dressing and undressing as outlined in Activity A.	A. Read Child Growth and Development, Hurlock, pp. 213-225. B. View "Pushing and Independence" from Play and Self-Expression, Child Development and Child Health Series, Parents' Magazine Films, Inc. C. Interview mothers to learn their children's routines in dressing and undressing. D. While helping younger brothers and sisters, observe their patterns of dressing and undressing. E. Write your routine for teaching a child to dress and undress.	8.6.2 The teacher will evaluate your written description of routines for teaching a child how to dress and undress.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.6 Guides the child in dressing and undressing

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.6.3 Assigned the task of guiding children to dress and undress, you will guide them so they will be clothed for health and comfort.	A. Brainstorm a list of clothing which will protect the child's health and be comfortable. B. Observe a session of nursery school and make a list of problems you noted in children dressing and undressing. C. Divide into groups and role play how to solve the problems in B. D. Class discussion on the importance of suitable clothing being worn by the learner when supervising play activity.	8.6.3 Write a brief summary of experiences in guiding children in dressing for health and comfort.
8.6.4 When presented with a group of children, you will identify the skills and self-helps necessary to help children dress and undress.	A. Read the following cards from the Portage Guide to Early Education, Cooperative Education Service Agency, and scan the included checklist: 18-24, 37, 48, 50-52, 54, 59, 64-67, 70-71, 73, 80-81, 89, 90. B. Make a list of skills and self-helps that aid children in dressing and undressing.	8.6.4 Make a poster identifying necessary skills and self-helps. Teacher and/or peer evaluation. See Appendix for poster evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.7 Guides the child in preparing for mealtime

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.7.1 When supervising a group of children, you will demonstrate the correct procedure for washing hands and face before mealtime.	A. Demonstrate to the child the washing of hands and face before mealtime. B. Design a puppet show to teach children correct procedures for washing.	8.7.1 The teacher will evaluate the demonstration.
8.7.2 When preparing for mealtime, you will recognize the necessity of allowing the children to help themselves.	A. Permit a group of children to turn on the water and carry on the routine of washing the face and hands, giving assistance only when needed. B. Discuss mealtime activities in which the children can help themselves. C. Read Chats with Parents . . . Eating Habits, Cooperative Extension Service, West Virginia University. D. Review Chats with Parents . . . Routine and Habits, Cooperative Extension Service, West Virginia University. E. Review How the Average Child Behaves, Child Development and Child Health Series, Parents' Magazine Films, Inc.	8.7.2 During a mealtime situation, the teacher will evaluate each of you.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.7 Guides the child in preparing for mealtime

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.7.3 When presented with a variety of mealtime activities, you will encourage the children to participate in preparations.	A. Brainstorm preparations in which children can assist. B. Demonstrate how to place the napkins and flatware on the table for the day care center for one meal in the day. C. Guide the children in placing the napkins and flatware on the table for the day care center children. D. Discuss children's feelings when they are and are not allowed to participate in preparations. E. Lead a group of day care children in singing a song before lunch.	8.7.3 In small groups, list ways of encouraging children to participate in preparation of mealtime. Teacher and/or peer evaluation.
8.7.4 While supervising a mealtime situation, you will encourage manner development by positive reinforcement of correct manners, using techniques outlined in Objective 8.5.1.	A. Read Child Growth and Development, Hurlock, pp. 193-203. B. Brainstorm a list of positive reinforcements for correct manners. Complete the chart in the Appendix. C. Visit a nursery school at mealtime and observe the procedures and activities associated with mealtime. Also observe manners being reinforced in association with mealtime.	8.7.4 Supervise a mealtime situation and encourage manner development by positive reinforcement. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.8 Guides the child in using the toilet

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.8.1 Given a group of children unaccustomed to facility, you will introduce the children to the various functions and operations of the bathroom using procedures outlined in Activity A.	A. See filmstrip #3 Sleeping, Eating and Toilet Training in the Day Care Center, Day Care and Child Development Council of America. B. Discuss methods which might be used to introduce children to the bathroom. C. Read the following cards from the Portage Guide to Early Education, Cooperative Education Service Agency: 17, 25, 32, 34, 38, 41, 56, 57, 76, 85, 101. D. Review C from 8.7.2.	8.8.1 In an actual situation or through role play, introduce children to the bathroom facility. Teacher and/or peer evaluation.
8.8.2 Given a group of children to observe, you will list observable signs of children needing to use the toilet.	A. Discuss in class the signs of children needing to go to the toilet. B. Observe children in store, day care centers, on the street, or at home and report a description of signs of children needing to go to the bathroom. C. Make a list of signs of children needing to use the toilet.	8.8.2 The teacher will evaluate your list of signs of children needing to use the toilet.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.8 Guides the child in using the toilet

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.8.3 When supervising children using the bathroom, you will encourage and demonstrate good health habits after using the toilet.	RECOMMENDED A. Invite county health nurse to speak on importance of good health habits, especially when using the bathroom. B. Participate in a panel discussion on diseases spread by lack of good health habits after toileting. This can be led by the county health nurse. C. Brainstorm methods of encouraging good health habits among children.	8.8.3 Through role play, demonstrate good health habits after using the toilet as would be done with young children. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.9 Intervenes in hazardous situations

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.9.1 Given the need for safety in the day care center, you will list safety rules needed in the center.	RECOMMENDED A. View filmstrips: 1) How Careful is Safe? 2) The Explorer 3) Out in the Big World from Health and Safety, Child Development and Child Health Series, Parents' Magazine Films, Inc. B. Visit a day care center and list the safety rules enforced at the center. C. Discuss ways in which safety rules benefit both children and day care personnel. D. After visiting a day care center, list safety considerations which you feel are important. E. View filmstrip #2 Safety in the Day Care Center, Day Care and Child Development Council of America. F. Read pamphlet Sitting Safely, Edna Mae McIntosh, p. 5. G. Make a list of safety rules for a day care center.	8.9.1 The teacher will evaluate your list of safety rules for the day care center.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.9 Intervenes in hazardous situations

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.9.2 Given a hazardous situation, you will describe procedure and time for intervention, according to standards in the resources.	A. In small groups, define a hazardous situation. B. View "When Minutes Count" from Health and Safety, Child Development and Child Health Series, Parents' Magazine Films, Inc. C. Discuss the appropriate time for intervening when a hazardous condition occurs. D. Collect newspaper or magazine articles on accidents involving children and report to the class. E. Make a bulletin board on "Safety with Children". F. Read Portage Guide to Early Education, cards 44, 61, 69, 88, 99, 105.	8.9.2 Write a case study of a potentially hazardous situation and describe the procedure and time for intervention. Teacher and/or peer evaluation.

Task Area: 8.0 Supervising Play And Routine Activities

Competency: 8.10 Removes small children from building in case of emergency

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
8.10.1 Given a description of an emergency situation, you will describe the correct procedure for reporting the emergency signal, as followed at the fieldsite.	A. Visit a day care center. Interview the instructor concerning their plan for reporting, recognizing, and removing children from the building in case of emergency. B. Invite the fire marshall to talk on safety in day care centers and demonstrate the use of the fire extinguisher. C. Write the procedures for handling different emergencies.	8.10.1 The teacher will evaluate your written description of the procedures for emergencies.
8.10.2 Given the procedure for an emergency situation, the learner will initiate the evacuation plan to insure the child's safety as followed at the fieldsite.	A. Conduct an emergency evacuation drill in the day care center. B. Remove children from the building several times until you are satisfied with the speed and ease of removal during evacuation. C. Make a list of all emergencies in which children must be removed from the building.	8.10.2 Your emergency evacuation will be evaluated by the teacher.

Appendix

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LEARNING ACTIVITY
Objective 8.1.1

Activity A: Complete the pretest.

Pretest

1. Write a definition of the following terms:

    1. Free play

    2. Physical development

    3. Emotional development

    4. Social development

2. Match each type of play equipment with the development the equipment encourages. There may be more than one answer.

___1. swings
___2. radio and TV programs
___3. sandboxes
___4. stories
___5. books
___6. boxes for climbing
___7. cast-off clothes for make-believe
___8. seesaws
___9. tricycles
___10. jungle gyms

A. Physical Development
B. Emothional Development
C. Social Development

EVALUATION

Objective 8.1.1 When presented with a schedule of play activities, choose those activities that are free play. (Free play is child chosen and the pursuit of the child's own ideas.)

Here is a schedule of activities which you may see going on in a day care center. Choose which activities could be used for free play by placing a check mark by them.

______1. Building pies in the sand box.
______2. Making snakes out of play dough.
______3. Putting puzzles together.
______4. Making a seesaw go up and down with a friend.
______5. Splashing water.
______6. Throwing bean bags.
______7. Folding, cutting, and pasting paper.
______8. Riding tricycles.
______9. Weaving paper.
______10. Dressing up in cast-off clothing.
______11. Finger painting.
______12. Making music with rhythm instruments.
______13. Pushing doll carriages.
______14. Moving as different animals move.
______15. Stringing objects on long strings.
______16. Climbing the jungle gym.
______17. Digging with garden tools.
______18. Sinking and floating objects in a tub of water.
______19. Listening to stories being read.
______20. Guessing what is in a box.
______21. Hammering nails into a board.
______22. Tracing around other children's bodies.
______23. Pushing and pulling toys.
______24. Raking and jumping in leaves.
______25. Making puppets talk.

EVALUATION

Objective 8.1.2 When given resources on play activities, list free play which will support the physical, social, and emotional development of the child according to the standards in the resources.

List Play Activities Which Will Support The Following:

Physical Development			
Large Muscle	Small Muscle	Emotional Development	Social Development

LEARNING ACTIVITY
Objective 8.1.3

Activity B: Discuss Cautions with Games and Planning.

Comments and Cautions with Games and Planning

These games are not intended to be the only way of teaching concepts and need to be supplemented by other activities. They're not to be handled as if the world depends on them.

DON'T OVER-DO

Don't over-do the games by playing too long each time or by playing them too many times. Take your cues from the children.

DON'T FORCE

Participation in the games may be expected but should not be forced. The value of the games is destroyed if the children feel pressured or that they are failing. Remember that we are trying to help the children enjoy their childhood by helping them to develop those skills for which they are ready. If a child doesn't want to play, give him a quiet activity nearby.

DON'T BE UNPREPARED

Staff should be familiar with the games, reviewing and discussing the directions and getting together needed equipment well before hand.

DON'T CRITICIZE

Stress the fun in learning of the game--don't let the children be concerned with the teacher's interest in what they know. The children's answer to the teacher should not be a matter of right or wrong, but rather, of interest. Criticism does this:

EVALUATION

Objective 8.1.5 Use your 1 hour of play activities with a group of children in the absence of the instructor according to the criteria in the resources.

Evaluation of One Hour Activity

(Self-evaluation using checklist to evaluate supervision of the activities)

Your Name__________________________________ Date________________________

Name of Activity:

What supervision techniques did you use?

What did you feel was successful about your supervision?

How Would You Change Your Supervision the Next Time You Do It?

Did the Children Enjoy Free Play Period?

Did You Enjoy It?

Name of Activity	Did the children enjoy the activity?	Why or why not?

EVALUATION

Objective 8.2.4 When presented with a selection of books, pictures, and records, identify those activities that develop the language of a child using criteria in Activity B.

Check the Activities That Support Speech Development

Learner will check the activities that develop the speech of a child.

1. ______looking at cloud shapes

2. ______using megaphones

3. ______telephone talking

4. ______what's in the box

5. ______when I say something wrong

6. ______clap your hands

7. ______use of puppets

8. ______show and tell

9. ______acting out stories

10.______listen and do

11.______use of tape recorder

12.______rhyming words

13.______discussion of pictures

14.______use of flannel board with stories

15.______singing

16.______what is gone? what is new?

17.______chain story

LEARNING ACTIVITY
Objective 8.2.5

Activity D: Complete the form on social development. Discuss your answers with the class.

Sequence of Social Development

Using the following types of behavior, place the correct letter in the blank preceding each numbered example.

A. Presocial behavior
B. Gregarious behavior
C. Social behavior
D. Social behavior that is sensitive to and considerate of others

1. ______Team play

2. ______Satisfied by mere presence of others

3. ______Agrees to make compromising decisions

4. ______"Fussy" when by self

5. ______Wants to live and work and play with other people

6. ______Solitary play

7. ______Responds similarly to the human voice and to other noises.

8. ______Parallel play

9. ______Shares toys

10.______Says "Thank you" and "Pardon me"

LEARNING ACTIVITY
Objective 8.3.1

Activity D: Discuss activities which encourage self-confidence, according to the guidelines.

Guidelines for Discussion

Explain how each of the following may encourage or discourage self-confidence.

1. Permitting the child to be spontaneous.
2. Accepting and respecting the child as a worthy individual.
3. Dealing with the chlid in a democratic manner.
4. Encouraging the child's creativeness.
5. Promoting the development of autonomy.
6. Developing in the child an appreciation of the natural world.
7. Providing the opportunity for privacy.

LEARNING ACTIVITY
Objective 8.4.2

Activity A: Using the list of characteristics from 8.4.1 A, make a set of cards picturing toys that are appropriate and safe for various age groups and for the areas listed in 8.4.1 A. Use the checklist for guidelines.

Play Equipment or Toys Suitable for Age Group

Indoor Games	Age of Child	Suitable Play Equipment or Toys
Musical Activities		
Outdoor Play		
Make-Believe Play		
Science		
Making and Building		

EVALUATION

Objective 8.6.4 When presented with a group of children, identify the skills and self helps necessary to help children dress and undress as outlined in the resources.

Some Self-Help Features for Independent Dressing

Consider the following points when evaluating the poster.

1. Are buttons large enough that the child's small fingers may manipulate them?
2. Are the back and front clearly marked with pockets, tags or other visible markings?
3. Are the armholes and neckholes large enough for ease in getting the head and arms into place?
4. Are garments without fasteners whenever feasible?
5. Do garments open in the front instead of the back?
6. Do trousers slip up and down for easy toileting?

EVALUATION

Objective 8.7.2 When preparing for mealtime, you will recognize the necessity of allowing children to help themselves, as given in the resources.

Consider the following points when evaluating the learner.

Does the learner recognize the importance of:

	YES	NO
Providing a stool for the child to reach lavatory		
Providing a mirror for the child to see himself		
Keeping towels within the child's reach		
Complimenting efforts of child to be neat and clean		
Encouraging a willingness to take turns among children		

LEARNING ACTIVITY
Objective 8.7.4

Activity B: Brainstorm a list of positive reinforcements for correct manners. Complete the chart.

Encourage Manner Development by Positive Reinforcement

Reinforcement	Material	Non-Material	Possible Results

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SUPPLEMENTARY READING FOR STUDENTS

Task Area 8.0

1. BABY'S EATING AND SLEEPING HABITS, Johnson and Johnson, Baby Products Co., New Brunswick, NJ. 08903.

2. CRITERIA FOR SELECTING PLAY EQUIPMENT FOR EARLY CHILDHOOD EDUCATION, Community Playthings, Rifton, NY. 12471.

3. FEEDING LITTLE FOLKS, McEnery, Saydan; National Dairy Council, Chicago, IL. 60606. 1974. FREE.

4. MORE RECIPES FOR FUN: LEARNING ACTIVITIES FOR CHILDREN AGES 3-11, Cole, Haas, Heller, Weinberger; Par Project, 464 Central Ave., Northfield, IL. 60093. 1972.

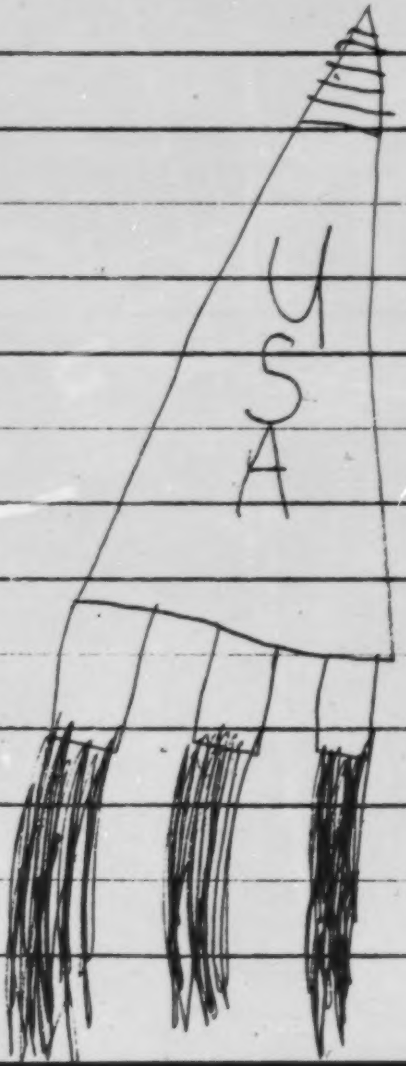
5. "Playways to Learning," PARENTS' MAGAZINE AND BETTER FAMILY LIVING, Peers, Wallace; September 1973.

6. SAFE JOY ENVIRONMENTS, J.C. Penney Co., Inc., Educational Relations, 1301 Avenue of the Americas, New York, NY. 10019. 1975.

7. WHAT ABOUT DISCIPLINE?, Education Center, 15 Mifflin Place, Cambridge, MA. 02138. 1974.

Task Area 9.0

Planning and Supervising Intellectual Activities



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- 9.3 Plans and conducts activities which stimulate a child's intellectual development

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.1 Displays a basic understanding of intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.1.1 Given a variety of materials, you will write a meaning of the term intellectual development that is consistent with the resources.	A. Read The Developing Child, Brisbane pp. 229-231. B. Read Understanding and Guiding Young Children, Baker, p. 163. C. Listen to taped reading, What Is Cognitive Development? (script in Appendix). D. Read The Nursery School, a Human Relationships Laboratory, Read, pp. 249-264. E. Compile a Personal Inventory. Discuss and analyze intellectual skills. (See appendix).	9.1.1 Write a paragraph in your own words explaining the meaning of intellect development that is consistent with the resources. Peer evaluation. OR Select an area and list all the possible ways in which children may be able to hav intellectual experiences. Indicate also what some of the explicit learnings might be. In what way might these be valuable for later learning? For example, what ar possible experiences with colors, science numbers, sounds, etc?
9.1.2 After studying the basic components of thinking (memory, attention, perception, reasoning, imagination and curiosity), you will discuss the relationship of each to intellectual development.	A. Define the words on the list in the Appendix using any child development resource. Activities on Attention B. Read The Developing Child, Brisbane, pp. 235-311. C. Read Child Growth and Development, Hurlock, p. 356. Activities on Memory D. Read The Developing Child, Brisbane, pp. 235-311.	9.1.2 Complete the experience sheet in tl Appendix and then discuss the ways in whi each of these activities contribute towar intellectual growth. Teacher and/or peer evaluation.

Task Area: 9.0 Planning, and Supervising Intellectual Activities

Competency: 9.1 Displays a basic understanding of intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.1.2 (continued)	E. Read Child Growth and Development, Hurlock, p. 356. Activities on Perception F. Read The Developing Child, Brisbane, pp. 235-236. Activities on Reasoning (Concepts) G. Read The Developing Child, Brisbane, pp. 236-311. H. Read Child Growth and Development, Hurlock, p. 357. I. View film And Gladly Learn. Activities on Imagination J. Read Learning About Children, Shuey, pp. 176-177. K. Read The Developing Child, Brisbane, pp. 337-338. L. View filmstrip How a Young Child's Mind Grows and complete the question sheet in the Appendix. Activities on Curiosity M. Read The Developing Child, Brisbane, pp. 238-243, 313. N. Read Learning About Children, Shuey, pp. 174-175.	

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.1 Displays a basic understanding of intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITY	EVALUATION METHOD
9.1.2 (continued)	O. View filmstrip Intellectual Development of Children, McGraw-Hill, and complete worksheet in Appendix. P. Listen to tape How Children Learn or read Making Connections, pp. 15-18. Q. View filmstrip "Forcing the Child to Fail", Child's Relationships with the Family, Parents' Magazine, and complete the worksheet in the Appendix. R. Role play several activities little children do. Discuss what components of thinking are needed to perform these activities.	
9.1.3 Given a variety of materials, you will describe the role of language and its components in intellectual development.	A. Read Growth and Development of the Young Child, Breckenridge, pp. 342-343. B. View filmstrip "How language develops", Preparing the Child for Learning" Parents' Magazine and complete worksheet in the Appendix. C. Read The Developing Child, Brisbane, pp. 252-254 and 333-336; Learning About Children, Shuey, pp. 172-174; Child Growth and Development, Hurlock, pp 186-190.	9.1.3 List the components leading to language acquisition.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.1 Displays a basic understanding of intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.1.3 (continued)	D. Develop 5 nonsense words and use them while you tell a story. Let your listeners try to figure out the meaning of the words. Discuss how one goes about learning a language. What intellectual skills are needed? (Refer to Teachers of Young Children, Hess and Croft, pp. 172-178.)	
9.1.4 You will list the various skills used to acquire language. (Skills for Young Children, Thomson, pp. 132-134.)	A. Read Skills for Young Children, Thomson, pp. 132-134. B. Read Education in the Kindergarten, Foster and Headley, pp. 342-355.	9.1.4 Plan a language experience incorporating the skills discussed in Objective 9.1.4.
9.1.5 Using Teachers of Young Children, Hess and Croft, p. 179, you will chart the development of language from six months to five years.	A. Read Teachers of Young Children, Hess and Croft, p. 179.	9.1.5 Observe preschool children and record what they say on the observation chart in the Appendix. Refer to the chart on page 179 of Teachers of Young Children to check if your observations correlate with this study.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activities which stimulate intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.1 Given creative art experiences, you will write how the activities contribute to intellectual development.	A. Read Understanding and Guiding Young Children, Baker, pp. 197-204. B. View movies Learning Through the Arts, North Central RESA, Racing Cars, and Clay Play, Educational Development Center. C. Discuss with teacher and class specific activities from the movies and ways the child was learning. D. Choose one art activity you have seen young children doing and try it yourself. Discuss what you have learned from the activity and compare yourself with a young child. Did you learn the same things?	9.2.1 Play the Art Activites Analysis Game in the Appendix, Peer evaluation.
9.2.2 Given music experiences, you will list ways in which the activites contribute to intellectual development	A. Read Understanding and Guiding Young Children, Baker, pp. 191-197. B. View filmstrip "Learning Everyday" from Preparing the Child for Learning, Parents' Magazine and complete the worksheet in the Appendix. C. Using the observation form in the Appendix, record the behavior and speech of a child doing one of the following: 1) musical game; 2) dancing or marching; 3) singing.	9.2.2 Develop a list of musical activities according to the basic components of thinking (see Appendix).

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activities which stimulate intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.2 (continued)	D. Discuss in small groups: Is the teacher necessary for learning? E. Observe the teacher doing one of the activities from Objective 9.2.2 Activity B and complete the observation form in the Appendix.	
9.2.3 After reading Creative Activities for Young Children, Mayesky and Newman, pp. 123-129, you will state the meaning of sciencing and describe three general kinds of sciencing.	A. Read Creative Actvities for Young Children, Mayesky and Newman, pp. 123-129.	
9.2.4 Given a variety of science/nature resources, you will describe how science/nature pertains to intellectual growth.	A. View film And Gladly Learn, Utah State University, and describe those experiences related to science or nature. B. Read Understanding and Guiding Young Children, Baker, pp. 179-189. C. Read Your Child in a Scientific World, Weinlender, pp. 51-70. D. Watch Hodgepodge Lodge, PBS, on television and describe a science or nature activity.	9.2.4 List three science activities an give examples of how each encourages intellectual thinking.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activies which stimulate intellectual development

INSTRUCITONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
9.2.5 Given Creative Activities for Young Children, Mayesky and Newman pp. 124-132, you will write the investigative process skills and their relationship to intellectual thinking.	A. Read Creative Activities for Young Children, Mayesky and Newman, pp. 124-129. B. Locate a wide variety of attractive materials and experiment with informal sciencing.	9.2.5 List three reasons why the investigative process skills are important to the intellectual development of young children.
9.2.6 Given language experiences, you will describe how the activities contribute to the development of the components of thinking.	A. Read Understanding and Guiding Young Children, Baker, pp. 170-179. B. Read Handbook for Family Day Care Workers, Bridgeman, pp. 34-37. C. View film From the Cradle to the Classroom, part II, McGraw-Hill. Discuss ways they are teaching language in the movie. D. Watch Sesame Street, PBS. Discuss the ways in which words, sounds and letters are taught. Refer to the chart in the Appendix. Compare this to methods used in the movie, From the Cradle to the Classroom, part II. E. Read "Yes, Allison, You Can Teach Reading", Co-Ed, November, 1974; "Reading Games", Mother's Manual, Nov. - Dec. 1974; "Parents and Beginning Readers", Mother's Manual, Jan.-Feb., 1975.	9.2.6 Complete the Language Case Studies in the Appendix. Peer evaluation.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activities which stimulate intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.7 Given a variety of material, you will list and describe mathematical concepts in terms of intellectual development.	A. Read The Nursery School, Read, pp. 214-215. B. View film From the Cradle to the Classroom, part II, McGraw-Hill. Describe how numbers are being taught C. Read Teaching The Pre-Kindergarten Child: Instructional Design and Curriculum, Vance, pp. 269-277. D. Read A Creative Guide for Pre-School Teachers, Wylie, pp. 129-134. E. Watch Sesame Street, PBS. Describe the way they teach numbers. F. Interview several preschoolers to discover what they know about numbers. Complete an Interview Report. G. Select any three of the "Experiences in Arithmetic," Education in the Kindergarten, Foster and Headley, pp. 498-499 and describe how you would teach the situation.	9.2.7 Construct three activities to demonstrate your understanding of mathematical concepts.
9.2.8 Given motor activities, you will list how the activities contribute to intellectual development.	A. Read The Nursery School, Read, pp. 194-197.	9.2.8 As a class or individually, analyze thinking components developed in each particular play activity listed in the Appendix.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activities which stimulate intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.8 (continued)	B. Role play a child doing one of the activities listed in The Nursery School, p. 195 or p. 196. C. Read Handbook for Family Day Care Workers, Bridgeman, pp. 44-45. D. Read A Creative Guide for Preschool Teachers, Mayesky and Newman, pp. 56-60. E. Read Skills for Young Children, Thomson, pp. 151-152. F. Read Growth and Development of the Young Child, Breckenridge, pp. 310-322. G. Study a child for a six week period in terms of bodily control and hand skills. H. Consider different pieces of play equipment. Indicate the order in which you would include the equipment and state the reasons why. I. Read Creative Movement for the Developing Child, Cherry. J. Read Perceptual Motor Development, Supporting Reading Skills, Cananico	OR Complete the Observation and Analysis forms in the Appendix.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activities which stimulate intellectual development.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.9 Given the resources, you will list the advantages of reading readiness for young children.	A. Read Teaching Prekindergarten Child: Instructional Design and Curriculum, Vance, pp. 355-359. B. Read "Parents and the Beginning Reader," Mother's Manual, Lindberg, pp. 42-44. C. Read "A Happy Headstart in Reading," Parents' Magazine, Carter, pp. 48-56. D. Read Should Preschool Children Be Taught the 3-R's?, Bank State College of Education. E. Read Pressures: To Start Formal Instructions Early, Hefferman. F. Read How to Raise a Bright Child, Beck, pp. 141-181.	9.2.9 Write a paragraph in your own words describing two advantages and two disadvantages of reading readiness.
9.2.10 Given the resources, you will list 15 visible signs of being able to determine reading readiness.	A. Read Guide to an Effective Kindergarten Program, Mindess, pp.187-90. B. Read Teaching Your Child to Learn Arnold, pp. 166-175.	9.2.10 Observe a young child and list what readiness skills are present.
9.2.11 After reading the following sources, you will define sensory discrimination as related to intellectual development.	A. Read Teaching Your Child to Learn, Arnold, pp. 70-118.	9.2.11 Write a short paragraph relating sensory discrimination to intellectual development.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.2 Recognizes activities which stimulate intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.11 (continued)	B. Read *Growth and Development of the Young Child*, Breckenridge, pp. 324-334. C. Read *Living and Learning with Children*, Jorde, pp. 7-13. D. Make a poster categorizing the five senses. List under each area ways in which it relates to intellectual development. E. Read "The Five Sense Store, A Curriculum for Aesthetic Education," Carkhum, *Children Today*, March-April, 1975, pp. 15-18.	
9.2.12 Given a variety of visual discrimination activities, you will write how these activities relate to intellectual development.	A. Read *The Developing Child,* Brisbane, pp. 235-236. B. Read *LAUNCH,* Platts, pp, 96-106. C. Read *How to Individualize Kindergarten Teaching*, Holland, pp. 57-76. D. Read *Parent-Paraprofessional Skills and Game Activities*, Noblett and Yawkey. E. Read *An Activities Handbook for Young Children*, Croft and Hess, pp. 21-33.	9.2.12 Observe a child care center and list activities relating to visual discrimination. Write a short summary describing how these activities relate to intellectual development.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: .2 Recognizes activities which stimulate intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.2.12 (continued)	F. Read Living and Learning with Children, Jorde, pp. 15-23. G. Read A Child Goes Forth, Taylor. H. Read I Saw A Purple Cow, Cole and Haas.	
9.2.13 Given a variety of types of auditory discrimination, you will write how these activities relate to intellectual development.	A. Read How to Individualize Kindergarten, Holland, pp. 79-89. B. Read An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 14-22. C. Read Games and Activities for Early Childhood Education, Wagner, pp. 20-31 D. Read Easy Projects for Kindergarten, Rudolph, p. 6.	9.2.13 Observe at a child care center and list activities relating to auditory discrimination. Write a short summary relating how these activities relate to intellectual development.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.1 Given resources, you will list activities that would aid a child's intellectual growth through language development, as defined in Objective 9.1.3.	A. Examine the following and select activities that could be used to stimulate a child's language and development: 1) Goal Kit Handbook 2) Doing Things Cambridge, pp. 30-34. 3) Understanding and Guiding Young Children, Baker, pp. 170-189. 4) Peabody Language Development Kit, Dunn and Smith. 5) Creative Guide for Preschool Teachers, Wylie, pp. 71-88. 6) The Developing Child, Brisbane, pp. 252-254. 7) Parent/Paraprofessional Kit, Games and Activities, Noblett and Yawkey. 8) LAUNCH, Platt, pp. 107-119. 9) Games and Activities for Early Childhood Education, Wagner, pp. 15-49. 10) Skills for Young Children, Thomson. B. Discuss the activities that you find with at least two other people. C. Make a list in class on the blackboard of activities that aid language development. D. List aspects of language development correlating to dramatic play.	9.3.1 List five activities that aid intellectual growth through language, as defined in Objective 9.1.3.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.1 (continued)	E. List activities that encourage and strenghten new vocabulary. F. List activities that encourage recall of details within a story. G. Discuss and list the advantages of relating puppets to language development.	
9.3.2 Given resources, you will demonstrate activities that would aid a child's intellectual growth through art.	A. Examine the following sources and select art activities that could be used to stimulate intellectual growth: 1) Creative Art for the Developing Child, Cherry. 2) Doing Things, Cambridge, pp. 4-10. 3) The Aide, Todd, pp. 56-58. 4) A Creative Guide for Preschool Teachers, Wylie, pp. 89-102. B. Observe in the center and note art activities during free play and art time. C. Visit your school art instructor and ask him/her to suggest art activities suitable for young children.	9.3.2 Make a poster showing four activities that could be used to encourage intellectual growth through art.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.3 Given resources, you will describe musical activities that would aid intellectual growth.	A. Examine the following sources and select activities that could be used to stimulate intellectual growth in the area of music: 1) Goal Kit -- Manual Expression Lesson Cards. 2) Creative Movement, Cherry. 3) Doing Things, Cambridge, pp. 10-16. 4) Understanding and Guiding Young Children, Baker, pp. 190-197. 5) A Creative Guide for Preschool Teachers, Wylie, pp. 103-120. B. Listen to four of the following records and select activities that could be used to stimulate musical growth: 1) Quiet Music, vol. I. 2) Learning Basic Skills Through Music. 3) Sing-A-Song with Sue, vol. I. 4) Mother Goose Songs. 5) Puff 'n' Toot. 6) Let's Have a Parade. 7) March and Dance with Toy Band. C. Visit the music instructor in your school and list activities he/she can suggest that are suitable for young children.	9.3.3 Describe to the class (use records or tapes if you wish) 4 activities that will aid intellectual growth through music.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.4 Given resources, you will identify activities that would aid intellectual growth through motor activities.	A. Examine the following and select activities that could be used to stimulate motor development: 1) Goal Kit -- Manual Expression Section. 2) Creative Movement for the Developing Child, Cherry. 3) Children, Westlake, pp. 127-129. 4) The Nursery School, Read, pp. 194-197. 5) Basic Physical Movement, refer to Appendix. B. Listen to the following records and list activities suitable in this area: 1) Learning Basic Skills Through Movement, Hap Palmer. 2) March and Dance with Toy Band. 3) Physical Fitness for Primary Grades. 4) Beat Goes On. C. Read LAUNCH, Platts, pp. 3-41. D. Read An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 130-142. E. Read A Creative Guide for Preschool Teachers, Wylie, pp. 56-60. F. Visit the center and list the motor activities you observe.	9.3.4 OR Choose two activities for each of the following areas: A. locomotor movements B. non-locomotor movements C. manipulative skills D. rhythmic activities E. creative dance and movement and present to small group of young children.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.4 (Continued)	G. Visit the physical education department in your school and ask the teachers to suggest motor activities suitable for young children.	9.3.5 Write four paragraphs, each one describing a different science learning activity that will aid intellectual growth.
9.3.5 Given resources, you will describe activities that will aid intellectual growth through science activities.	A. Examine the following and select science learning activities: 1) Doing Things, Cambridge, pp. 16-24. 2) Understanding and Guiding Young Children, Baker, pp. 179-188. 3) A Creative Guide for Preschool Teachers, Wylie, pp. 127-151. 4) The Wonders of Science, Parker. 5) Easy Projects for Kindergarten, Rudolph, p. 16. 6) How to Individualize Kindergarten Teaching, Holland, pp. 183-193. 7) Games and Activities for Early Childhood Education, Wagner, pp. 96-105. B. Discuss, in small groups, activities which encourage children to observe, to understand nature and to relate the cause and effect of happenings around them. C. Examine the following and select science learning activities: 1) An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 67-84.	

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.5 (Continued)	2) Living and Learning with Children, Jorde, pp. 33-39. 3) Creative Activities for Young Children, Mayesky and Newman, pp. 123-129. 4) A Child Goes Forth, Taylor, pp. 96-105. 5) Science Adventures in Children's Play, Reiger.	
9.3.6 Given resources, you will make three mathematical learning activities which will aid intellectual development	A. Examine the following resources and select activities that could be used to encourage mathematical intellectual growth: 1) A Creative Guide for Preschool Teachers, Wylie, pp. 121-126. 2) The Nursery School, Read, pp. 214-215. 3) Games and Activities for Early Childhood Education, Wagner, pp. 84-96. 4) How to Individualize Kindergarten Teaching, Holland, pp. 105-123. 5) An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 145-170. 6) Work Jobs, Baratta and Lorton, p. 127. B. Visit the math teacher in your school and ask him/her to suggest number lessons suitable for young children.	9.3.6 Make three mathematical learning activities that would enhance intellectual growth.

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Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.6 (Continued)	C. Brainstorm methods of encouraging number learning in intellectual growth. D. Watch children's TV shows such as Sesame Street, Mister Rogers and The Electric Company (PBS) and list math learning experiences. E. Read LAUNCH, Platts, pp. 129-140. F. Read I Saw a Purple Cow, Cole. G. Read A Child Goes Forth, Taylor, pp. 191-198.	
9.3.7 Given resources, you will describe materials that could aid a child's intellectual growth in at least six math areas.	A. Examine previous sources given in Objective 9.3.6 and 9.2.7. B. Visit center and observe materials found there. C. Review school supply catalogues: 1) Spartan School Supply. 2) J. S. Latta School Instructional Aids. 3) Ideal Early Learning '75. 4) Community Playthings. Select materials that would aid a child's intellectual growth through math.	9.3.7 Describe and show two items that could be used to stimulate intellectual growth.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.7 (Continued)	D. Select material name cards from a fish bowl and tell in which of the six areas it could be used. Refer to the list in the Appendix.	
9.3.8 Referring to the resources in Objective 9.2.11, or creating your own ideas, construct sensory discrimination activities relating to intellectual development.	A. Assist young children on a "Sensory Walk" and write observations. B. Construct a sensory learning station and record results for a week. C. Assist young children in making a Sensory Basket.	9.3.8 Demonstrate two of the activities with a child or small group of children. Write a short summary of the results related to intellectual development.
9.3.9 Referring to the resources in 9.2.12 or creating your own ideas, construct and demonstrate visual discrimination activities relating to intellectual development.	A. Make five visual discrimination folders (shapes or matching wall paper squares, etc.) B. Work one-to-one with a child using the child's constructed folders and summarize results. C. The learner will construct two manipulative games for visual discrimination.	9.3.9 The learner will demonstrate two of the activities with a child or small group of children. Write a short summary of the results related to intellectual development.
9.3.10 Referring to the resources in 9.2.13 or creating your own ideas, construct and demonstrate auditory discrimination activities relating to intellectual development.	A. Take a child or small group of children on a listening walk. Discuss sounds as you go along.	9.3.10 Demonstrate two of the activities with a child or small group of children. Write a short summary of the results related to intellectual development.

Task Area: 9.0 Planning and Supervising Intellectual Activities

Competency: 9.3 Plans and conducts activities which stimulate a child's intellectual development

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
9.3.10 (Continued)	B. Play "Hop on my Thumb" or "Natcracker Suite" from Making Music Your Own, or any suitable listening record and point out different aspects child might listen for.	

Appendix

LEARNING ACTIVITY
Objective 9.1.1

Activity A: Read The Developing Child, pp. 229-231.

Activity B: Read Understanding and Guiding Young Children, p. 163, "Values of Play".

Teacher's Summary: The Developing Child

Intelligence is: ability to profit by experience, ability to interpret or understand situations.

Intelligence is shaped by heredity and environment. We are born with varying potentials. The effects of environment during early childhood are very important in stimulating intellectual development. The limits of intellect are set by heredity, but the rate of development isn't. (Give examples of underprivileged children.)

Evidence of intellect is often obscured by health problems. It is important for the child to have a thorough physical examination.

Teacher's Summary: Understanding and Guiding Young Children

Values of play:
1. practice skills
2. experiment
3. discover
4. solve problems
5. imagine
6. create

Learning in play is the foundation for intellectual development. Variety in materials and experiences helps the child prepare for formal learning.

LEARNING ACTIVITY
Objective 9.1.1

Activity C: Listen to taped reading "What is Cognitive Development?"

Script for Tape on Cognitive Development

Pretend you are entering an early childhood center. Observe the children entering. They choose blocks, then go to the housekeeping center, next to a terrarium to observe the turtle, then to the record player to listen to a record and on and on. You see teachers watching the children, listening to their stories, helping them when necessary, reminding them to replace materials with which they are finished and guiding in many ways.

As you imagine this classroom, consider what is going on in the children's minds. Intellectual growth!! They are being stimulated by a vast variety of materials, sounds and by other human beings. This stimulation encourages growth. With each new activitiy, children are learning new terms, organizing ideas, planning, forming concepts, putting things in sequences, thinking about many things.

Three year-old Joey says, "This is an elephant and this is a giraffe!" Children learn names for things by hearing and using them. These new words build a vocabulary which is added to throughout life. They organize when they group or relate materials such as selecting all the yellow squares from a multicolor arrangement. They plan by giving out roles in a housekeeping game and carrying them out. Concept formation could occur in a nutrition lesson. Young students find out that pudding is made of milk. They put ideas together to form new ideas. Children understand sequences when they retell stories in correct order. Within these activities, thinking occurs. Consequently, children have intellectual growth.

This type of growth is termed cognitive, which means thinking or learning.

Cognitive learning begins when a baby is born and continues throughout life. One of the early examples one would recognize might be the first time a child notices the differences in things around him. This grows into curiosity. Most children are very curious. Adult reaction to this curiosity can determine whether a child grows up with an open mind or closed mind.

What factors determine intellectual growth? What can adults do to stimulate it?

LEARNING ACTIVITY
Objective 9.1.1

Activity E: Compile a Personal Inventory: discuss and analyze intellectual skills.

Personal Inventory

This describes how I:

feel

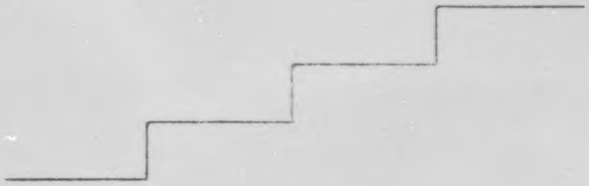
think

act

Complete the above. Focusing on the thinking section, discuss how you learned these skills.

Discuss the word "development". Discuss intellectual development.

Work singly or as a total class and do the following:



List intellectual skills from the least to the most complicated. Discuss how the skill is attained. How does one build on another?

LEARNING ACTIVITY
Objective 9.1.2

Activity A: Define the words on this list using any child development resource.

Word List

1. memory:
2. attention:
3. perception:
4. reasoning:
5. imagination:
6. curiosity:
7. sensory:
8. motor:
9. abstract
10. concept:

LEARNING ACTIVITY
Objective 9.1.2

Activity B: Read The Developing Child, pp. 235, 311.

Activity C: Read Child Growth and Development, p. 356.

Teacher's Summary: Readings on Attention

Powers of concentration grow with the child. As a child gets older, activities will occupy him far longer. These are some average concentration times:

1 yr. old: 1-2 minutes
2 yr. old: 6-7 minutes
3 yr. old: 10 minutes or longer

Growth in attention span and the ability to concentrate is steady, but there is great variation among children. A highly emotional child may have a shorter attention span than the more serene.

Taken from The Developing Child, pp. 235 and 311.

All school activities require concentration of attention. Before going to school the child could always quit if he was bored. Lack of interest is the root of most cases of poor attention. First step toward improving a child's attention is to try and increase the child's interest in activities.

Taken from Child Growth and Development, p. 356.

LEARNING ACTIVITY
Objective 9.1.2

Activity D: Read The Developing Child, pp. 235, 311.

Activity E: Read Child Growth and Development, p. 356

Teacher's Summary: Readings on Memory

Memory must be present for learning. It comes from past experiences and builds learning on the past.

Early memory comes from routine. The two year old can deliver simple messages, bits of stories, and relate experiences. The three year old can remember simple commands, numbers as in counting and can name some colors. He can also indicate his age.

Memory growth is greatly facilitated by the development of language and the gaining of knowledge.

Older children can remember more complex material and larger quantities for longer periods.

Taken from The Developing Child, pp. 235 and 311.

Memorizing is needed when the child enters school (words of songs, poems, number combinations, how to spell, etc.)

To develop memory, play simple games of counting, naming objects, and spelling simple words at home. If remembering is a game, he will see it as fun.

Taken from Child Growth and Development, p. 356.

LEARNING ACTIVITY
Objective 9.1.2

Activity F: Read The Developing Child, pp. 235-236.

Teacher's Summary: Readings on Perception

The children get raw impressions through their senses, then recognize and interpret what they mean.

They generalize through related data. (For example: Tables have flat surfaces and no backs. Even though they may be different in size and color they are still tables.)

Through sensory and motor experiences, children slowly perceive and learn to name objects.

Taken from The Developing Child, pp. 235-236.

LEARNING ACTIVITY
Objective 9.1.2

Activity G: Read The Developing Child, pp. 236, 311.

Activity H: Read Child Growth and Development, p. 357.

Teacher's Summary: Readings on Reasoning

Children need reasoning ability to solve problems. They need an ability to think in abstract terms.

Memory + reorganization of thinking for a new situation = reasoning. A 1 year old screams when the ball disappears under a couch, but a 3 year old uses a broom to retrieve the ball.

Concepts and relationships develop with seasoning ability. (For example: Balls of different sizes.)

Many objects are at first viewed by the child as living (for example: dolls, clouds), but later only plants, animals and people are considered to be living.

The concept of time--before, today, yesterday--are not realized before the age of 3.

Opportunities in problems, decisions and experiences are needed to develop reasoning. Allow children to make choices. Show encouragement and assist only if necessary.

After the age of three, reasoning changes from trial and error to abstract comparative solutions.

A young child can only focus on one aspect of a problem at a time. Older children can recognize relationships and draw more logical conclusions.

Concepts continue to develop from senses to working of mind. Concepts are continually being revised because of new experiences.

Taken from The Developing Child, pp. 236, 311. The following was taken from Child Growth and Development, pp. 357-358.

In early school years, required seasoning is very simple (ability to make easy decisions). If children had most decisions made for them, even simple decisions are hard to make.

Give home practice at simple decision-making:
   a. which of 3 garments to wear;
   b. what toys they want to play with;
   c. whether they want carrots, beets or peas for dinner.

Children must learn to abide by their decisions.

LEARNING ACTIVITY
Objective 9.1.2

Activity I: View movie And Gladly Learn.

Teacher's Summary of And Gladly Learn

Part II: Language and Concept Development

1. Gives suggestions on things teachers can do with pre-school children.

2. Discusses how a child learns.

3. Discusses what they are learning.

4. Discusses the teacher's role.

5. Shows many activities: art, blocks, puzzles, sorting boxes, typewriting, sand tables, water, wood shavings, animals, cooking.

6. Shows guest speakers and how they can add to learning: mailman, dairyman, baker.

LEARNING ACTIVITY
Objective 9.1.2

Activity J: Read Learning About Children, pp. 176-177.

Activity K: Read The Developing Child, pp. 337-338.

Teacher's Summary: Readings on Imagination

Imagination is often suppressed by adults. To children, objects have new meaning through imagination.

Give examples of children's imagination.

Children may feel experiences are real because they can't distinguish between fact and fancy, and because pretending is a good game.

Stories foster imagination.

Imaginary playmates are often developed by young children. Sometimes the playmate will be good, sometimes bad.

Taken from Learning About Children, pp. 176-177.

Imagination starts at about two years of age. Three year olds often make up stories because they don't know reality from make-believe.

Children live in an imaginary world with imaginary playmates and incidents.

Treat the child with indulgence. The line (three and four years old) between reality and fantasy is fluid. The child moves from one world to another. But at age six, the child realizes that adults don't put equal value on both worlds and learns then to conform in order to be accepted.

Taken from The Developing Child, pp. 287-288.

LEARNING ACTIVITY
Objective 9.1.2

Activity L: View filmstrip How A Young Child's Mind Grows and complete the following question sheet.

How A Young Child's Mind Grows: Work Sheet

1. One of the major ways a child learns is through ____________________.
2. What are some of the play activities a child can do with water?___
   ____.
3. At what age does pretending become more elaborate? ______________.
4. Why do most 2-3 year olds play alone? ____________________________
   ____.
5. Reliving babyhood is a favorite of __________________________(age).
6. One reason they do this is to ____________________________________
   ____.
7. Why do children invent imaginary playmates? ______________________
   ____.
8. How should you react to a child's imaginary friend? ______________
   ____.
9. What age has realistic pretending? _______________________________.
10. At 5 a child can distinguish between _____________________________.

LEARNING ACTIVITY
Objective 9.1.2

Activity M: Read The Developing Child, pp. 238-243, 313.

Activity N: Read Learning About Children, pp. 174-175.

Teacher's Summary: Readings on Curiosity

Curious, inquisitive children are usually bright. Curiosity is the child's way of finding out about things, what they are for, and how they work.

Curious children ask many questions.

Children must test and learn their own skills before they can go on to the next stage.

Children may show curiosity in varying degrees. Their earliest questions are about cataloguing objects. Then the questions are mainly concerned with how and why. Later, they will seek information with questions and use them as a means of holding others' attention.

Taken from The Developing Child, pp. 238-243, 313.

"Why?", "How?", and "What?" are frequent words for young children and show that they are eager for knowledge.

Answering questions makes children feel free to question next time. Words aren't always the best way to satisfy curiosity. Trips, books and experiments may provide many answers.

Taken from Learning About Children, pp. 174-175.

LEARNING ACTIVITY
Objective 9.1.2

Activity O: View filmstrip Intellectual Development of Children and complete the following worksheet.

Worksheet: Intellectual Development of Children

1. To grow mentally, children need different types of ______________ ______________ and ______________________________.

2. True or False. Intellectual growth starts when a child enters school. ______________________________

3. Who provides the first stimulating environment for a child to learn? ______________________________.

4. At what age do children begin to notice differences in things around them? ______________________________.

5. What are three major factors that determine when intellectual growth takes place?
   a)______________________________
   b)______________________________
   c)______________________________

6. True or False. Learning takes place when the child is ready for it. ______________________________

7. True or False. Forcing children to learn provides satisfactory, lasting intellectual growth. ______________

8. True or False. Curiosity helps children learn. ______________

9. True or False. Children learn from touching. ______________

10. Name 3 activities that are part of learning.
   a)______________________________
   b)______________________________
   c)______________________________

LEARNING ACTIVITY
Objective 9.1.2

Activity F: Listen to tape How Children Learn or read Making Connections, pp. 15-18.

Script of How Children Learn

The preschool years are the most important learning years of a child's life. How do children learn to think before they reach school?

The ability to think develops gradually from babyhood to adulthood. Being with other people, going places, and seeing things help to develop a child's thinking ability. The kinds and amounts of experiences a child has makes a big difference in ability to think. The more varied the experiences, the more the child learns.

A psychologist, Jean Piaget, discovered that children all over the world learn things in the same order. The fact that they reach each stage in order is more important than at what age they accomplish each. The first stage covers the period when the child thinks and responds to surroundings During the next stage, called pre-operational, the child begins to respond through language, drawing and dramatic play. The child is very self-centered during this stage, looking at everything from a single point of view. The child can recall past experiences and use symbols to represent things. At first, the child can do these things only by considering one characteristic. For example, calling all men "daddy", or grouping all blue blocks together regardless of size or shape.

As the child experiences more things and explores surroundings the child can think more in terms of classes and begins to understand number concepts. Grouping, sorting, and classifying are the beginnings of concept development. If given different colored and shaped blocks, the child can separate them into groups.

Until six or seven most children can't think logically. Many ideas a child has are distorted because of a limited view.

Play is the major way in which a child learns. Different materials dramatic play, talking, and even clean-up all lead to the development of concepts.

LEARNING ACTIVITY
Objective 9.1.2

Activity Q: View filmstrip Forcing the Child to Fail and complete the following worksheet.

Worksheet: Forcing the Child to Fail

1. Adults force children to fail because __________________________.

2. Sometimes when they are disappointed because a child failed, adults may ________________________ or ________________________ the child.

3. Children tend to see parents and other adults as ______________ ____.

4. Piaget had two conclusions about learning in children. They are:
   a) ______________________________________
   b) ______________________________________

5. Children are so eager to please us they sometimes ______________ to understand.

EVALUATION

Objective 9.1.2 After studying the basic components of thinking (memory, attention, perception, reasoning, imagination, and curiosity), discuss the relationship of each to intellectual development, as outlined in the resources.

Experience Sheet

For each of the following activities, list the individual components of thinking that are required to do each activity. Write how each is needed to complete the activity.

Perception
Reasoning
Memory

Attention
Curiosity
Imagination

1. The children are listening to a teacher play the piano in a child care center. She is playing high notes and then low notes. They talk about the sounds of the notes and which section of the keyboard they come from. Later, the teacher lets them experiment with the piano and other musical instruments.

2. Two boys are playing in the sandbox with dumptrucks and cars. Jimmy tells Craig "to make a hill" and then they build a road over the hill. Suddenly, as the boys are playing, the cars run into each other and the boys call the police. Using the dumptruck as a wrecker, the boys haul away the wrecked cars.

3. Sara walked into the room and found two balls on the floor, a bowling ball and a beach ball. She walks over and picks up the beach ball and throws it across the room. She moves on to the bowling ball and tries to pick it up. Of course, it is too heavy, and she looks at it a little while. She walks around it and decides the way she can move it is by rolling it across the floor.

4. Brian is sitting in the book corner looking at the books on the shelf. He seems as if he is trying to pick out one to look at. As he decides on a book, one of the teachers walks by and he calls to her. He starts telling her about the story and naming the objects in the book. He then picks up another book and asks the teacher to read to him. As she reads, he asks many questions about the pictures.

5. One day an electrician came to school to work on the light switches and electrical outlets. Steve immediately began to watch the man at work. Soon he was asking questions about switches, plugs, holes, what made it work. When Kim came over to where the man was working, Steve began to explain things to her.

LEARNING ACTIVITY
Objective 9.1.3

Activity B: View filmstrip How Language Develops and complete worksheet.

Worksheet: How Language Develops

1. A child begins to use language between _______ and ______ (ages).

2. One of the best ways we have of proving the development of a child's mind is his use of ___________________________________.

3. Babies express themselves not in words but in __________________.

4. A good way to reinforce early talking is to use ________________.

5. He understands many more words than he can use at age __________.

6. Adults can help children learn new words by ____________________ things.

7. 1-1/2 year olds learn new words best when introduced ___________.

8. ______________________ from adults will depend on how a child develops verbally.

9. Children learn to read sooner and better if ____________________.

10. At 4, children are comfortable enough with language to use it to:
    a)___________________________________
    b)___________________________________
    c)___________________________________

LEARNING ACTIVITY
Objective 9.1.3

Activity C: Read The Developing Child, pp. 252-254, 333-336, Learning About Children, pp. 172-174, and Child Growth and Development, pp. 186-190.

Teacher's Summary: Language

Generally, language ability indicates mental development. However, there is much individual variation.

Average vocabulary:

12 months -- 3 words
18 months -- 20-25 words; single word sentences
2 years -- 275-300 words; noun and verb sentences
3 years -- 900-1000 words

Vocabulary and word use reflects intellectual development and social experiences. Verbal contact with others is very important.

There is frequent use of pronouns "I", "me", "mine" along with "under", "but", "because", "come" at three.

Language encourages investigation. Words are a means of expressing feelings, ideas, comparisons. Child must work to control mouth, tongue, and throat to make better sounds. Correction of incomprehensible speech gradually occurs if a child hears words correctly. Do not baby talk back to the child.

After 3, individual language ability indicates both growing intelligence and intellectual differences. By the time the child starts school, the child usually has all the basic speech forms of adults. Articulation is perfected from 3-6. Preschoolers are very talkative. Speech is rapid, disconnected, and repetitious. There may even be mild stuttering. The child is mentally cataloguing and filing word meanings. Questions are fewer and more meaningful.

Average vocabulary:

4 years -- 1,500 words; I, me, my
5 years -- 2,000 - 2,500 words
6 years -- 2,500 words

Taken from The Developing Child, pp. 252-254, 333-336.

LEARNING ACTIVITY
Objective 9.1.3

Activity C: continued.

As skill in using body grows, so does ability to use language. Children learn to talk in part by imitation. Don't let adults that are with the child use baby talk, adopt the child's vocabulary, or laugh at mistakes.

The ability to talk differs greatly among children. Willing listeners are very important.

4 and 5 year olds love to play with words (silly-sounding words) and enjoy nonsense rhymes. They like to use words that shock adults. There is frequent name-calling. They also use words of which they have little idea of their meaning, but they know the words are disapproved.

Young children often think out loud. Language gives clues to their confusions, fears, and ideas.

Taken from Learning About Children, pp. 172-174.

Speech is a most difficult skill to learn. Initially the child communicates by crying, then simply echoes parent speech. Every word is meaningless to the child until learning the meaning of the word.

From the age of 2, comprehension of words develops rapidly. The number of words understood is greater than the number of words that are said.

There are several tasks in learning to speak:

a) learning to pronounce words
b) building a vocabulary
c) combining words into sentences.

Errors in speaking are normal. Every child makes mistakes. Mistakes in meanings or pronunciation (Baby talk, lisping, slurring, stuttering, stammering) and grammatical mistakes are a normal part of the learning process.

Taken from Child Growth and Development, pp. 186-190.

EVALUATION

Objective 9.1.5 Observe preschool children and record what they say on the following observation chart.

Observation: Language

Name of Observer ____________________
Date ____________________
Where ____________________
Child's Name ____________________
Child's Age ____________________

What does child say? (Include words, sentences, phrases.)

Is child's speech clear? What can't you understand?

What pronouns does child use? (I, me, mine, my, etc.)

EVALUATION
Objective 9.1.5 continued.

Answer the following questions:

1. How does the child's word use compare with the chart you made in Objective 9.1.5?

2. How does the child's speech compare with the children around him?

3. If the child is slower or behind in speech, can you find any reason for this? If the child is ahead of the age group, draw some conclusions on why this is so.

LEARNING ACTIVITY
Objective 9.2.1

Activity A: Read Understanding and Guiding Young Children, pp. 197-204.

Teacher's Summary - Art

Have plenty of materials around. Don't make things for children to copy. We want children to develop their own artistic capacities. Art should be an honest expression of feeling and thinking.

Children paint what is important to them. They use colors which please them. They use imagination with freedom. Coloring books or other things that teach children to copy take away the joy of creating and self-expression.

Children have very individual ways of making use of materials. Techniques or skills aren't important. The process is more important that the product.

To encourage children's interest:

a) have art materials readily available
b) provide a place to work
c) appreciate what they do

Finger-painting, clay and collage offer many sensory learning experiences. Some children are unable to enjoy sensory experiences because it's dirty or messy.

The book lists things teachers could do for good art experiences: 6 DO's and 5 DON't's.

If you are going to help children, you need to explore art media yourself. Try finger-painting, clay, pasting, collages and modeling dough.

Taken from Understanding and Guiding Young Children, pp. 197-204.

EVALUATION

Objective 9.2.1 Given creative art experiences, describe how the activities contribute to the development of the components of thinking as defined in 9.1.3.

Art Activities Analysis Game

Play like dominoes. Cards are made like this:

Specific Activity	Cognitive Skill

Each person playing draws 3 or 5 cards without seeing what is written on them. Remaining cards are put in a "boneyard" pile.

First player puts down a card face up. Next player tries to match either a skill to the activity side or an art activity to the cognitive skill side. When they lay the card down they must explain why. If group okays it, 2nd player receives 5 points. If not accepted, they must draw a card from the "boneyard" pile. Play continues around the table. The first person to play all cards correctly receives 5 additional points for every card still in other players' hands. Keep score totals for each player.

Some suggestions for cards:

Skill

perception
reasoning
imagination
memory
attention
curiosity

Activity

Jane easel paints for the first time.
Girls are making baskets from clay.
Make rubbings using money and keys.
Children discover green=yellow + blue.
Make macaroni necklaces.
Soap suds paintings.
Drawing happy and sad faces.
String painting.

Some blank sides could be included for students to add their own ideas. Group would rule on whether it is correct or not.

Suggestion for teachers: Read "Children's Art: A Vehicle for Learning" in Young Children, March 1975.

LEARNING ACTIVITY
Objective 9.2.2

Activity B: View film Learning Everyday and complete the following worksheet.

Worksheet: Learning Everyday

1. Children respond to music and rhythm as early as ______________.

2. ____________________ is especially appealing to all children.
____________________ is the first part that they respond to.

3. How do 2 year olds respond to music with their body? __________
____

4. Children even play games to simple tunes at age ______________.

5. 4 year olds like to (related to music):
   a) ______________________________
   b) ______________________________
   c) ______________________________
   d) ______________________________

6. List all the activities children do in this film that are educational activities.
   a) ______________________________
   b) ______________________________
   c) ______________________________
   d) ______________________________

7. What is the purpose of all this learning through the use of their bodies? ______________________________________.

8. What do the children learn from each type of activity?
   a) music
   b) painting
   c) clay
   d) blocks

LEARNING ACTIVITY
Objective 9.2.2

Activity C: Using the observation form below, record the behavior and speech of a child doing one of the following:

1. musical game
2. dancing or marching
3. singing

Child Observation

Name of child ______________________
Type of activity ____________________
Child's age ________________________
Date ______________________________

Describe What Child Does	Record What Child Says

Did child follow directions?

Did child cooperate with others?

Did child listen?

Was child paying attention?

What part did the child do the best?

What part did the child like the best?

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LEARNING ACTIVITY
Objective 9.2.2

Activity E: Observe a teacher or other adult who is doing one of the activities from Objective 9.2.2 Activity B. Complete the observation form below.

Teacher Observation

Type of activity ____________________
Children's age ____________________
Date ____________________

Describe What the Teacher Does	Record What Teacher Says

What did the teacher say or ask?

How did the teacher help the children learn?

How did the teacher give directions?

Did the children listen and participate? Why or why not?

EVALUATION

Objective 9.2.2 Given music experiences, list ways the activities contribute to intellectual development.

Develop a list of musical activities according to each of the basic components of thinking.

Reasoning

1.
2.
3.
4.

Memory

1.
2.
3.
4.

Perception

1.
2.
3.
4.

Attention

1.
2.
3.
4.

Imagination

1.
2.
3.
4.

Curiosity

1.
2.
3.
4.

Look through resource books or ask a nursery school, kindergarten teacher, or music teacher for help if you need it.

LEARNING ACTIVITY
Objective 9.2.6

Activity D: Watch Sesame Street. Discuss the ways in which words, sounds and letters are taught. Refer to the chart below. Compare this to method used in Objective 9.2.4 Activity B (movie).

TV Report

Watch Sesame Street and complete the following chart.

Word, Phrase or Sound Being Taught	Method of Teaching It

Compare the television method with that used in the movie From the Cradle to the Classroom, Part II.

EVALUATION

Objective 9.2.6 Given language experiences, describe how the activities contribute to the development of the components of thinking, according to the standards in the resources.

Language Case Studies

Analyze each of the studies and determine which of the components of thinking they are developing.

1. Harry and Belinda were playing a game of cards where they were required to match like cards. As the teacher puts down the card, the children have to say what it was and match it with any others they have.

2. A child says "dog, kitty, ball, Mama".

3. Linda says, "When is a door not a door? When it is a jar."

4. Anne says, "What's this? What's that?"

5. The fish tank has a sign which says "fish" and door has a sign which says "door".

6. The teacher is asking Nancy questions as she puts the puzzle together.

7. Barry tells his teacher a story about the farm he visited on Saturday.

EVALUATION

Objective 9.2.8 Given motor activities, list how the activities contribute to intellectual development, as given in the resources.

Play Activities Observation

Observe a small child during a motor activity. Describe the activity and explain how this is leading to the child's intellectual development. Follow this procedure for three children.

1.

2.

3.

Observation Analysis

Take the following situations and have the class analyze them in a discussion as to the manner in which it contributes to intellectual development.

1. Amy is sitting at the table cutting up sheets of construction paper with scissors. Next she tries tearing the paper into shapes.

2. The children are making cookies and each child is getting a chance to stir the ingredients and shape the cookies. Some of the children are very uncoordinated.

3. Several children are playing on the jungle gym and slide. One child suggests they play monster, so they growl or roar as they jump, climb and slide.

EVALUATION
Objective 9.2.8 continued.

Observation-Analysis (cont.)

4. John is playing with the bean bag game trying to throw the bean bags through the holes in the board.

5. Benji and Anna Maria are playing with the wagon. Benji is pushing her in the wagon, but he can't make it go where he wants it. He makes her get out and then he picks it up and heads it the way he wants to go.

LEARNING ACTIVITY
Objective 9.3.6

Activity D: Watch TV shows such as Sesame Street, Mr. Rogers, and The Electric Company and list math learning experiences. Complete the chart in the Appendix.

Name of Program	Math Concept Being Taught	How Is It Presented To The Child?

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LEARNING ACTIVITY
Objective 9.3.7

Activity D: Select material name cards from a fish bowl and tell in which of six areas it could be used. Refer to the following list.

Fish Bowl Name Card List

aquarium
story books
picture cards
jungle gym
puzzles
rhyming cards
records
tape recorder
plants
gerbils
magnet
number cards
blocks
measuring cups
dress up clothes
trucks
cash register
typewriter
crayons
paint
chalk
dishes
seeds
beads
rocking boat
swings
jump rope
drum
rattles
guitars
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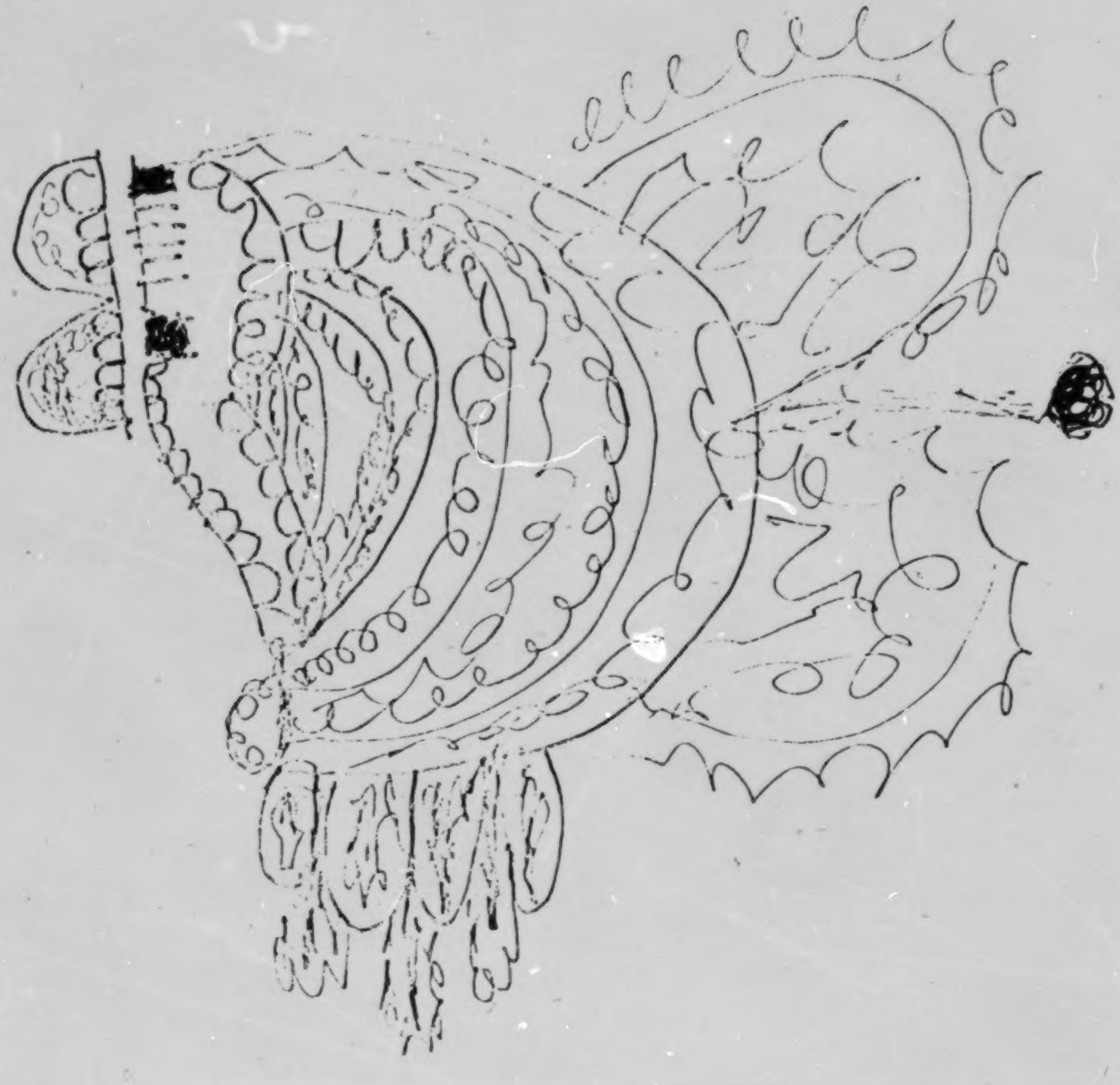

Task Area 10.0

Planning and Supervising Creative Activities

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Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.1 Demonstrates support of a child's need to create

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.1.1 Given information on creativity, you will list qualities which constitute creativity.	A. Read Creative Activities for Young Children, Mayesky, Newman and Wlovkowski, pp. 2-4. B. Class will brainstorm examples of divergent thinking. C. Role play situations in art, drama, and/or music which show creativity. D. Discuss the effect of the teacher "improving on" childrens art work upon the preschool environment.	10.1.1 List qualities of creativity. Compare your list with Activity A.
10.1.2 Given a creative activity situation, you will list words and gestures that encourage creativity, as outlined in the resources.	RECOMMENDED A. Brainstorm the positive and negative words associated with encouraging children. B. Discuss with group how words create feelings.	10.1.2 List 10 words and/or gestures that encourage creativity. Compare your list with Activity A.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.1 Demonstrates support of a child's need to create

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.1.3 Given a creative activity situation, you will support the child's need to achieve by offering positive words, gestures of praise and encouragement as outlined in the resources.	A. Review A, B, from 10.1.2. B. Role play: The class will role play several situations both positive and negative. C. Discuss in class: "Research: Children's Concepts, A Child's Right to the Expressive Arts" in Creative Arts for the Developing Child, pp. 14-16, 61-65; "Help Them Create" in Creative Guide for Preschool Teachers, pp. 111-115.	10.1.3 During an actual or simulated situation, you will be evaluated by using the observation checklist in the Appendix.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.2 Motivates children to express themselves in a creative situation

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.2.1 Given information dealing with creativity, you will define facilitating as given in the resources	A. Read Creative Activities for Young Children, Mayesky, Newman and Wlovkowski, pp. 8-9, 169. Refer to reference and define facilitating in your own words. B. "Interview" preschoolers 4-5+ years old and list the things they like to do and talk about. C. Observe preschoolers in a creative situation (kindergarten, church school, home environment) and list the activities the children enjoy most. D. In a sharing circle, define facilitating. E. Role play a facilitating situation.	10.2.1 Define facilitating orally or in writing. Compare your definition with that in Activities A and D.
10.2.2 Given a creative activity situation, you will facilitate the child's effort to create.	A. Read Developing Artistic Perceptual Awareness, Linderman and Herberholz, pp. 71-78. B. Work with preschoolers in a creative situation for at least 2 hours. Tape or write down all conversation so class can analyze facilitating procedures. (Work in pairs). See Appendix for guidelines.	10.2.2 During an actual or simulated situation, self-evaluate facilitation by using the checklist in the Appendix.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.2 Motivates children to express themselves in a creative situation

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.2.2 (Continued)	C. Using 2 case studies of problem situations, list ways of motivating children to become involved. D. Make a list of phrases which facilitate the child's creative efforts in music, art or drama. E. Read Creative Activities for Young Children, Mayesky, Newman and Wlovkowski, Chapters 21 and 22. Report to class.	
10.2.3 Given a creative activity situation in dramatic play you will explain methods of encouraging the unlimited imagination of the 3-6 year old.	A. Read "Literature, Creativity and Imagination" in the condensed version found in the Appendix. B. Observe children and tape them in dramatic play. C. Listen to tapes of dramatic play with interjections of adult interference. D. Class discussion or role playing of how adult interference might: 1) Stop dramatic play. 2) Alter dramatic play. 3) Help dramatic play.	10.2.3 Explain methods of encouraging imagination using the dramatic situations in the Appendix. Peer evaluation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.2 Motivates children to express themselves in a creative situation

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.2.3 (Continued)	E. View film Learning Through the Arts, Churchill Films.	
10.2.4 Given a preschool setting, you will provide a creative atmosphere by planning the appropriate room environment according to the guidelines in the resources.	A. Read Creative Art for the Developing Child, Cherry, pp. 16-22. B. Read Creative Activities for Young Children, Mayesky, Newman and Wlovkowski, pp. 164-166. C. Draw a floor plan of areas for art, including tables, chairs, storage and clean-up facilities. D. Referring to Activity A, discuss examples of teacher "improving on" children's work in order to impress adults. Relate the effect of this upon the preschool environment. Discuss the effect of the teacher "improving on" children's art work upon the preschool environment.	10.2.4 Write a plan for an appropriate room environment. Teacher and/or peer evaluation using criteria in Activity A.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.3 Displays a basic background knowledge in art

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.3.1 Given a list of basic art terms, you will identify the terms according to the guidelines in the resources.	A. Pretest on terms in Appendix. B. Define all terms missed on pretest by use of dictionary. C. Do word game in Appendix. D. Read Creative Art for the Developing Child, Cherry, pp. 33-36.	10.3.1 Objective test on basic art terms.
10.3.2 Given a display of various common art supplies, you will identify these supplies.	A. Using Creative Art for the Developing Child, Cherry, look at examples of various art materials. B. View filmstrip The Child Creates Art Media. List all materials and supplies displayed. C. Report on one kind of common art supply using any resource available.	10.3.2 Identify common art supplies which are displayed, projected, or described. Teacher and/or peer evaluation.
10.3.3 Given a list of materials which are not common art supplies, you will identify possible uses of these materials in different art situations.	A. In small groups, list materials presented in filmstrip The Child Creates Art Media. Include in your list those materials not classified as common.	10.3.3 From a list or display of materials, identify possible uses of these materials. Peer evaluation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.3 Displays a basic background knowledge in art

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.3.3 (Continued)	B. List materials from Activity A on chalk board. Select any three materials and describe how they could be used in an art activity. C. Using *Projects for Kindergarten*, Hayes Publishing Company, or *What to Do for Art*, Hayes Creative Art Ideas, list all activities which use uncommon art materials. D. Divide in buzz groups to discuss *what* makes an item *useful* in *art*.	
10.3.4 Given waste or scrap materials, you will be able to construct projects which will promote creativity in children.	A. Refer to *Create*, Platts, a handbook of classroom ideas to motivate the teaching of elementary art. B. Brainstorm ways to use scrap materials in collage technique. Use *Creative Activities for Young Children*, Mayesky, Newman and Wlovkowski, p. 92, as reference on making collages. C. Refer to "An Appendix of Art Ideas" in *A Creative Guide for Preschool Teachers*, Wylie, pp. 103-110.	10.3.4 Given a 3-5 scrap or waste material, develop a creative project. The creativity will be judged according to standards developed in 10.1.1. Teacher and/or peer evaluation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.3 Displays a basic background knowledge in art

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.3.4 (Continued)	D. From the previous references, select two ideas which will use scrap or waste materials to promote creativity in children. E. Present your creative ideas to children. Observe their response to your ideas	

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.4 Plans variety of art experiences suitable for preschool children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.4.1 Given a creative activity situation in art, you will list the physical capabilities of children ages 2-6 and their effect upon the child's artistic production.	RECOMMENDED A. Refer to Creative Activities for Young Children, Mayesky, Newman and Wlovkowski, Unit 5. B. Refer to Creative Art for the Developing Child, Cherry, pp. 5-6. C. Refer to Art Guide: Let's Make A Picture, pp. 6-7, Assoc. of Childhood Education International. D. Use the "picture drawing" summary in the Appendix to analyze children's drawings. Observe the approximate ages associated with the drawings. E. View film Early Expressionists, Modern Talking Pictures.	10.4.1 Hold a class discussion on physical capabilities and artistic production.
10.4.2 Given a creative activity situation, you will plan activities in art which provide variety and interest for preschoolers.	RECOMMENDED A. Refer to filmstrip Child Creating Art Media, Bobbs-Merrill. B. Refer to Creative Art for the Developing Child, Cherry, pp. 89-110. C. Refer to Creative Activities for Young Children, Mayesky, Newman and Wlovkowski, pp. 78-100.	10.4.2 Submit at least 4 plans for experiences in art. Teacher and/or peer evaluation using checklist in Appendix.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.4 Plans variety of art experiences suitable for preschool children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.4.2 (Continued)	D. A Creative Guide for Preschool Teachers, Wylie, can be used as a resource. E. Refer to Art Guide: Let's Make A Picture, Assoc. of Childhood Education International. F. Discuss interests of preschoolers to ensure that the activity is interesting. G. Refer to Booklet: Art, Fun for Fours, Fives, and Sixes, Christensen Hansen; What to Do for Art, Hayes Publishing Company; and Easy Projects for Kindergarten, Hayes Publishing Company.	

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.5 Supervises a variety of art activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.5.1 Given your plan for art activities, you will demonstrate one art activity to children using the methods described in the resources.	A. The class will assume the role of kindergarten children and participate in art activities selected and conducted by one member. B. Groups of 2 or 3 students will research two art activities and present them to the class. C. Review B, C, D, E from 10.4.2.	10.5.1 Demonstrate your activity to the class, Teacher/peers will evaluate using the checklist from 10.4.2.
10.5.2 Given a group of children you will supervise the children in art techniques which provide experiences in drawing, printing, cutting, pasting, molding, folding, and painting.	A. Class summary and/or review of 10.1.3 and 10.2.2. B. Brainstorm qualities necessary for an aide involved in supervising art activities. C. Review A and B from 10.5.1.	10.5.2 In an actual or simulated situation, supervise art activities. Checklist in Appendix for peer/teacher evaluation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.6 Manages materials during distribution and clean-up

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION MEDHOD
10.6.1 You will demonstrate the procedures for distribution and clean-up.	A. Read "The Classroom" in A Creative Guide for Preschool Teachers, Wylie, pp. 47-55. B. Read "Children and You" in Children's Art, Educational Development Center, Inc., pp. 15-21. C. Observe at a fieldsite where young children are using creative materials. D. Analyze what you see in your observation by answering the questions in Children's Art. pp. 16-18 E. Read and do the "E[illegible] Experim[illegible] Materials" in Children's Art. pp. 19-21. F. Observe film Racing Cars. Educational Development Center. G. Read narrative of film Racing Cars, and read Children's Art, Teacher's Guide, pp. 12-16. H. Work with preschoolers during art activities.	10.6.1 In an actual or simulated situation, demonstrate the procedures. [illegible] will evaluate [illegible] according to the [illegible] in the Appendix.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.6 Manages materials during distribution and clean-up

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.6.2 Given the common working materials, you will plan a display of the materials according to criteria outlined in Activity B.	RECOMMENDED A. Draw a rough model of the room at your fieldsite and show the display areas of the common working materials. or Draw a model of an ideal fieldsite and show the display areas of the common working materials: 1) Analyze the appropriateness, convenience, purpose, order, flexibility, efficiency, ingenuity, safety, and easy accessibility with which the common working supplies are displayed. 2) Revise the present plan and include the reasons for any changes. 3) If approved by the instructor, make the changes as listed in the revision and evaluate the changes after two weeks time. B. Draw "What If?" cartoons which illustrate the advantages of the correct display of materials and the disadvantages of incorrect displays. C. Role Play "If I Were A Child" and explain where materials should be located. D. Review A and B from 10.6.1.	10.6.2 Make a chart showing your plan for displaying materials. The teacher will evaluate the plan according to criteria given in Activity B.

Task Area: 10.0 Planning and Supervising Creative Activities

Competency: 10.6 Manages materials during distribution and clean-up

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.6.3 Given the [illegible] quently used materials, [illegible] the supplies in [illegible] according to criteria [illegible] Activity B from 10.6.2.	A. Devise a diagram of all the supplies contained within the storage areas so that others may readily find the supplies. or Devise [illegible] according to the instructions above. Develop a bulletin Board "Fibber McGee's Closet" showing where infrequently used materials should be stored. Select items from a "Grab Bag" of [illegible] or infrequently used materials, tell where each item should be stored according to the criteria in Activity B from 10.6.2. D. Review A, B. and D from 10.6.1 and from 10.6.2.	10.6.3 Make a chart showing the supplies and the appropriate storage areas. The teacher will evaluate each learner according to the checklist in the Appendix.
10.6.4 You will create a task plan that enables children to share in the responsibility of managing supplies and clean-up.	Observe the present supply management system at the fieldsite to note the type of task plan that is used and the amount of responsibility the children are capable of managing. (1) Analyze the present plan, describe it and state its advantages and disadvantages in terms of (Continued)	10.6.4 Devise a task plan and explain it to the class. The teacher will evaluate the learner's task plan to determine if children are given an opportunity to share in the responsibilities.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.6 Manages materials during distribution and clean-up

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.6.4 (Continued)	giving responsibility to children. 2) Revise the present plan if needed by creating a simple task sharing rotation plan to help children share in the responsibility of managing supplies and clean-up. 3) If approved by the instructor, make the changes listed in the revision, and evaluate the changes after two weeks time. IF NO FIELDSITE IS AVAILABLE: B. Role play the situation in which one child gets to help the teacher and one child feels left out in helping the teacher. List the ways in which these responsibilities help the children learn. C. In a brainstorming session, list the ways in which children can share in the responsibility of managing supplies and clean-up. D. Devise a "Job Board" or plan for a fieldsite that lists the tasks in a rotation system on a board or wheel, for the children. It should be easy to understand, attractive and fun for the children. E. Review A and B from 10.6.1.	

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.6 Manages materials during distribution and clean-up

INSTRUTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.6.5 When planning the use of materials, you will demonstrate procedures for distribution and clean-up that preserve, minimize waste, and maximize use of the materials.	A. Make a plan for easy storage of scrap materials. B. Review Activities in 10.6.2 and 10.6.3 for help in preserving materials. C. Ways of preserving, minimizing waste, and maximizing use can be found. D. Gather materials found in a day care center and list ways for preserving, minimizing waste, and maximizing use for each one found.	10.6.5 In an actual or simulated situation, demonstrate procedures for distribution and clean-up.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.7 Displays a basic background knowledge in music

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.7.1 Given an appropriate setting for singing, playing, listening, and moving to music, you will display body movements and facial expressions that indicate an interest in music.	A. Read A Creative Guide for Preschool Teachers, Wylie, pp. 111-128, "Music in the Preschool". or Read What is Music for Young Children?, pp. 3-20. or Read a text on teaching preschoolers to enjoy music. B. From the above reading references, make a list of the common characteristics exhibited by people who are enjoying music. C. Role play, observe a film, or observe at the fieldsite. Record the number of times each of the characteristics compiled above occur during musical activities. In what ways do these characteristics influence the children's reaction to music? D. Analyze the data in Activity C. State why each child does or does not indicate an interest in music. Discuss the child's reactions, the teacher's interest, and any other factors which influenced the child.	10.7.1 In an actual or simulated situation, participate in a musical activity. The teacher will evaluate you by observation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.7 Displays a basic background knowledge in music

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.7.1 (Continued)	E. Present a musical activity that illustrates an enthusiastic reaction to music and have another student record the children's reactions. Discuss these reactions.	
10.7.2 When provided with a variety of children's music, you will design musical activities that promote the development of creativity in children.	A. Review A from 10.7.1 or read a text on techniques of working with children which promote creativity. From the above reading references, make a list of the ways in which musical activities promote creativity in children. B. Role play, observe a film, or observe at the fieldsite and record the ways in which the children react creatively to music. C. Analyze the situations recorded at the fieldsite and do a follow-up as to how each situation could have been pursued for a greater production of creativity. D. Using ingenuity and imagination and the guidelines in Activity B, design two musical activities that will promote the development of creativity in children. E. Read Caring for Children, Draper, pp. 429-431.	10.7.2 The teacher will evaluate your designed musical activity by observing its presentation and using items recorded on a checklist.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.7 Displays a basic background knowledge in music

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.7.2 (Continued)	F. Make a card file of creative musical activities. G. Make a bulletin board on conducting a creative musical activity. H. Creatively interpret your reactions to different types of music.	
10.7.3 Given a preschool setting, you will list methods of involving the non-participating child.	A. Brainstorm ideas that prevent you from participating in certain class activities. B. Relate the above ideas to small children. List different ways children might exhibit a non-participating attitude. C. Role play: Groups of two (one plays preschooler, one plays teacher's aide) act out the above situations and apply Activity A from 10.2.1 to solving situation. D. Review A from 10.2.1.	10.7.3 List methods of involving the non-participating child. Teacher and/or peer evaluation.

Task Area: 10.0 Planning and Supervising Creative Activities

Competency: 10.7 Displays a basic background knowledge in music

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.7.4 Given a creative activity situation in music, you will plan musical activities that are within the physical capabilities and vocal range of ages 3-6.	A. Read A Creative Guide for Preschool Teachers, Wylie, pp. 111-128. or Read What Is Music for Young Children?, Jones, pp. 3-20. B. Compile a booklet or card file of songs and games within the 3-6 year old's musical capabilities and vocal range. C. Construct a bulletin board in which the physical musical capabilities and vocal range of ages 3-6 are illustrated. D. Design future musical activities within the physical musical capabilities and vocal range of children ages 3-6.	10.7.4 Plan a musical activity for children 3-6. The teacher will evaluate each learner by observation.
10.7.5 When presented with the music for a children's song, you will read the musical notes and the musical symbols well enough to correctly perform children's music.	A. Take a pretest to determine the strong and weak areas in your musical background.	10.7.5 Objective test in the Appendix to use as a pretest and/or a posttest.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.7 Displays a basic background knowledge in music

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.7.5 (Continued)	B. Using an elementary music book as a reference, identify and define the following: 1) The notes of the middle C scale when written on a staff. 2) The intervals between notes. 3) The clef signatures. 4) The common meter signs and note values. 5) The dynamic marks. 6) Patterns and repeats. C. Select and explain the written music of two preschool songs which give examples of the above listed musical elements. D. With or without musical accompaniment, clap and sing a children's song you have practiced. E. Play the musical accompaniment for a simple children's song using the background knowledge listed in Activity B. F. Compose the music accompaniment and words for a simple children's song. G. Record on tape or cassette an example of your musical ability, and evaluate the correctness of its form according to the musical elements listed in Activity B.	

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.8 Leads children in musical activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.8.1 Given a choice from a variety of presentation methods, you will lead children in three musical activities that contribute to the child's awareness and response to rhythm.	RECOMMENDED A. Read *A Creative Guide for Preschool Teachers*, Wylie, pp. 111-128. or Read *What Is Music For Young Children?*, Jones, pp. 3-20. B. Read "Music and Movement", "Musical Instruments", "Sounds and Rhythms", and "Movement and Dance" in *Doing Things*, Educational Development Center, pp. 10-14. C. Read "Action Songs, Singing Games, and Dances", Aubin, Nye and Kune, in *Singing with Children*, pp. 31-51. or Read *Preschool Guide*, Colorado FHA, p. 59, a unit on rhythm activities, rhythm instruments, and records. D. Role play a competent and an incompetent leader of musical activities that contribute to the child's awareness and response to rhythm. Suggestions include: rhythmical movement songs that children can clap, walk, run, hop, skip, jump, or gallop to; (Continued)	10.8.1 In an actual or simulated situation, lead children in musical activities. The teacher will evaluate you.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.8 Leads children in musical activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.8.1 (Continued)	construct a rhythm band; take a field trip to see a band, or invite part of the band to visit the fieldsite. E. Justify in writing the use of the three musical activities and their contribution to the child's awareness and response to rhythm.	
10.8.2 Given a choice from a variety of presentation methods, you will lead children in three creative musical activities that encourage natural expression of their feelings to a musical experience.	A. Role play the competent and incompetent musical leader and tell how the leadership ability of the teacher contributes to the child's creative ability in responding freely to music. B. Lead the children in three musical activities that contribute to children's creative responses to musical experiences. Suggestions include: trips to the zoo, etc.; bending like flowers in a breeze; imitating objects like trains or fire engines; interpreting weather songs; pretending songs; free-form dancing' painting to music; drawing what music makes you feel; making up stories for songs; and constructing a sound center clinic. C. Summarize in writing the contribution the musical activities made in the children's creative responses. D. Review A and D from 10.8.1.	10.8.2 In an actual or simulated situation, lead children in three musical activities. The teacher will evaluate each of you by observation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.8 Leads children in musical activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.8.3 When leading the children in a musical activity, you will arrange the physical setting to provide a relaxed, creative atmosphere.	A. In a brainstorming session, list the ways in which the physical setting can contribute to the creative atmosphere. B. Role play the teacher and children in re-arranging a physical setting to provide a relaxed, creative atmosphere. C. Before leading children in musical activities, re-arrange the physical setting to provide a relaxed, creative atmosphere. D. Do a bulletin board on the requirement of a physical setting to provide a relaxed, creative atmosphere. E. Review A from 10.8.1.	10.8.3 Make a chart showing the physical arrangement of a preschool room. The teacher will evaluate each of you.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.9 Displays a basic background knowledge in children's literature and methods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.9.1 When provided with a variety of readings in children's literature, you will classify the readings as nursery rhymes, fables, fairy tales, animal tales, or information stories using criteria in Activity A.	A. Read "Guidelines for Developing Language Skills" in A Creative Guide for Preschool Teachers, Wylie, pp. 71-86; and read "Literature for Children" in The World Book Encyclopedia, pp. 316-344. B. Define and give examples of each of the following types of children's literature: 1) Nursery rhymes 2) Fables 3) Fairy tales 4) Animal tales 5) Information stories C. Visit the children's literature section of the library or the field-site and classify 25 books as to the list in Activity B. D. Prepare a bulletin board about one classification of books from the above list.	10.9.1 The teacher will evaluate the list of books or stories as classified by each of you to see if they conform with criteria listed in Activity A.
10.9.2 Given several children's stories, you will list characteristics of good literature and factors which make the literature appealing to children.	A. Summarize from the readings a list of characteristics of good literature and factors which make the literature appealing to children.	10.9.2 List characteristics of good literature, Teacher and/or peer evaluation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.9 Displays a basic background knowledge in children's literature and methods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.9.2 (Continued)	B. Examine five children's stories which are popular at the fieldsite and decide which characteristics make them popular.	
	C. Analyze each story as to the characteristics of good literature and factors which make the literature appealing to children.	
	D. Make a bulletin board featuring a popular literary selection and tell why it is appealing to children.	
	E. Review A from 10.9.1 and all from 10.2.1.	
10.9.3 Given a children's story, you will interpret the story in terms of good and bad emotional feelings from a child's point of view.	A. From the readings in A of 10.9.1, list factors that might affect the interpretation of the story and its emotional impact for children.	10.9.3 Interpret a story of your selection by answering questions given in the Appendix. Self-evaluation.
	B. Observe at the fieldsite and record factors that are affecting children as they interpret stories and their emotional content.	
	C. Compare the list of factors developed in Activity B with those listed in the readings. Give explanations for the interpretations and emotions observed.	

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.9 Displays a basic background knowledge in children's literature and methods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.9.3 (Continued)	D. Read a children's story that is new and interpret in writing the story and its emotional content as you think a child might do so. Compare your interpretations with the children's interpretations.	
10.9.4 When provided with a variety of literature, you will lead children in fingerplay activities.	A. Read "Preschool Guide", Colorado FHA, p. 59, and appendix p. 83-84. B. Finger Play Development: 1) Encourage children to be creative and make up finger plays. 2) Encourage children to be observant. 3) Adapt fingerplays that will encompass total involvement. C. Read Create, Platts, p. 97-102.	10.9.4 In an actual situation, lead children in fingerplay activities. The teacher will evaluate you by observation.

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Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.10 Displays the ability to orally interpret literature to children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.10.1 When provided with a volume of children's literature, you will expressively read one story in the manner in which he/she would read it to the children.	A. Read "Guidelines for Developing Language Skills" in A Creative Guide for Preschool Teachers, Wylie, pp. 71-86. or Read Doing Things, pp. 30-34. B. From the above readings, summarize the guidelines for reading a story with expression. C. Observe a teacher at the fieldsite reading a story to the children and record ways in which the teacher adds expression to her story-telling. D. Using the guidelines in Activity B, read the story as though reading it to children. Tape record the reading and analyze the expression in the reading. E. In writing, criticize the reading experience by checking the guidelines in Activity B.	10.10.1 In an actual or simulated situation, the teacher will evaluate the learner's expressive reading of a story to young children.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.10 Displays the ability to orally interpret literature to children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.10.2 Given an appropriate setting for reciting, reading, listening to and creating children's literature, you will display facial expressions and body movements that indicate an interest in literature.	A. From the reading references in A from 10.9.2, make a list of the common characteristics exhibited by people who enjoy reading literature. B. Observe the children at the fieldsite while the teacher is reading a story to them. Record the number of times each of the characteristics compiled above occurs. Observe the children again during the literary free time. In what way did the teacher's reactions influence the children's reactions to literature? C. Analyze the data in Activity B, and state why each child does or does not indicate an interest in literature. Discuss the child's physical and emotional reactions. D. Present a literary activity that illustrates an enthusiastic reaction to literature and have another student record the teacher's and children's reactions. Discuss these reactions. E. Interpret the physical and emotional reactions of several different types of children's literature. Make a list of the most common reactions.	10.10.2 In an actual or simulated situation, the teacher and/or peers will evaluate each learner by observing items recorded on the checklist in the [illegible] section.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.10 Displays the ability to orally interpret literature to children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.10.3 When presented with a variety of children's literature, you will plan literature activities that provide opportunities for development of the child's creativity.	A. Read "A Creative Leader", and "How to Guide Children to Create Drama" in Creative Dramatics for All Children, Gillies, pp. 116-147, 190-238. B. From the above readings, make a list of the ways in which a leader can design more opportunities for children to develop creatively through literature. C. Plan open-ended stories, so that you can conclude them by using your imagination. D. Observe a literary activity at the fieldsite and record the ways in which the leader provides opportunities for the development of the child's creativity. E. Analyze the information in Activity D and tell how the leader contributes to the child's concept of creative literature and dramatics.	10.10.3 Evaluate your planned activities using guidelines provided on checklist in the Appendix.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.10 Displays the ability to orally interpret literature to children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.10.3 (Continued)	F. Design two activities based on literature that provide opportunities for development of the child's creativity. Suggestions include: taking trips, having visitors, telling stories about pictures the child has drawn, making up stories, using unfinished stories, and making books. G. Reading suggestions include: Fun for Fours, Fives and Sixes, Hayes Publishing Company. or Easy Projects for Kindergarten. Hayes Publishing Company.	

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.11 Guides children when working with dramatic or literay creative activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.11.1 Given a choice from a variety of presentation methods, you will guide children in two creative literary activities in which you introduce the children to literary fun that contributes to language skills.	A. Analyze the children's literature available in the library and at the fieldsite to find two literary activities that introduce children to literary fun. Suggestions include: finger plays, trips, sharing time, nursery rhymes, and poems. B. Plan and present at the fieldsite two literary activities that were selected in Activity A. C. Summarize the contribution the activities made to literary fun and language skills. D. Review A from 10.9.1; A, B. C from 10.10.2; A, B. C from 10.10.3; A and B from 10.9.2.	10.11.1 Guide children in two literary activities. Peer evaluation of each of the two activities using the form located in the Appendix.
10.11.2 Given a choice from a variety of presentation methods, the learner will guide children in two literary activities that contribute to the children's awareness and response to rhythm and rhyme.	A. From the readings in A from 10.9.1 and A from 10.9.4, list the ways in which literature contributes to the child's awareness and response to rhythm and rhyme. B. Observe at the fieldsite while children are studying literary rhythm and rhymes and note their physical and emotional responses.	10.11.2 The teacher and/or peers will evaluate each learner's two literary activities. Consider how these activities contributed to the children's awareness and response to rhythm and rhyme.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.11 Guides children when working with dramatic or literary creative activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.11.2 (Continued)	C. In writing, point out the relationship of the findings in Activities A and B. D. Analyze the children's literature available in the library and at the fieldsite to find two literary activities that contribute to the children's awareness and response to rhythm and rhymes. E. Plan and present at the fieldsite two literary activities selected in Activity D. F. Summarize the contribution the activities make to an awareness of response to rhythm and rhyme.	
10.11.3 Given a choice from a variety of presentation methods, you will guide children in two creative literary activities that will encourage a natural expression of the children's feelings and inspire dramatic play.	A. Plan and present at the fieldsite or role play two literary activities that were selected in Activity E from 10.9.4. B. Collect props which might inspire dramatic play in children. C. Read Caring for Children, Draper and Draper, pp. 426-429.	10.11.3 The teacher and/or peers will evaluate each learner's two activities. Consider how the activities encouraged a natural expression of the children's feelings and inspired dramatic play.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.11 Guides children when working with dramatic or literary creative activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.11.3 (Continued)	D. Make a bulletin board on objects or activities that might inspire dramatic play in children. E. Review A from 10.9.2 and A, B, C, D and E from 10.9.4.	
10.11.4 Given a choice from a variety of puppet styles, you will guide the children in making a puppet of his choice.	A. Read and study illustrations, Making Things, Wiseman, pp. 122-123. B. Read and study illustrations, Create, Platts, pp. 97-100. C. Collect suitable materials that might encourage children to make creative puppets.	10.11.4 The teacher will evaluate the effectiveness of the use of the puppet.
10.11.5 After choosing an appropriate method, you will present three stories, five rhymes, and one finger play from memory.	A. Review all from 10.9.1, all from 10.10.1, all from 10.10.2. Present at the fieldsite stories, rhymes, and finger plays, from memory. B. Read "Preschool Guide", Colorado FHA, pp. 61-63. C. Role play situations where the learners could act out stories they have chosen and determine how successful they would be with young children.	10.11.5 Orally report the results of your activities to the teacher and/or class. Teacher and/or peer evaluation.

Task Area: 10.0 Planning And Supervising Creative Activities

Competency: 10.11 Guides children when working with dramatic or literary creative activities

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
10.11.5 (Continued)	D. Make a book of stories, rhymes, and finger plays. E. Make up a story, rhyme, or finger play. F. Make a bulletin board which illustrates a story, rhyme, or finger play.	

Appendix

LEARNING ACTIVITY
Objective 10.1.1

Activity A: Creative Activities for Young Children, pp. 2-4. (This reference can be presented by opaque projector, pass-out copies or summarized form in the Appendix.)

Teacher's Summary

Creativity is a way of thinking and acting or making something that is original and valued.

There are two kinds of thinking that produce solutions to problems.

1. Convergent thinking: single answers to questions.

2. Divergent thinking: many answers to questions.

Helping Children Express Creativity

1. Accept change.
2. Some problems have no easy answers.
3. Learn to judge and accept feelings.
4. Reward children for being creative.
5. Help them feel joy in working through a problem.
6. Help them appreciate themselves for being different.
7. Develop perseverance: stick-to-it-iveness.

LEARNING ACTIVITY
Objective 10.1.1

Activity B: Class will brainstorm examples of divergent thinking.

Examples of Divergent Thinking

1. What would be better if it were bigger?
2. What are your favorite green things?
3. How would you feel if you were a bird?
4. What would happen if the color green disappeared?
5. What would happen if every one ran out of gasoline at once?
6. What would happen if people no longer had to eat?

LEARNING ACTIVITY
Objective 10.1.1

Activity C: Role Play situations in art, drama, or music which show creativity.

Sample Situations

1. In an art situation, four year olds are asked to use crayons and paper do draw the bottom of the ocean.

2. In a kindergarten the children hear two sections of music; one is called "Deer Running" and the other is called "Black Bear". They are then asked to move like the corresponding animal each time the music is played.

3. Two little children are given sock puppets and told to act out their favorite T.V. commercial.

Discuss:

How you felt in this situation. What you would have liked to do. Whether or not you felt it was fun.

LEARNING ACTIVITY
Objective 10.1.3

Activity B: Role play - The class will role play several situations-both positive and negative.

Suggested Ideas

1. Little girl shows her teacher a finger painting that she has done.
2. A five year old boy has difficulty singing a song with the children in a day care center.
3. A group of preschoolers are playing house and ask their teacher to play.

EVALUATION

Objective 10.1.3 Given a creative activity situation the learner will support the child's need to achieve by offering observable words and gestures of praise and encouragement as outlined in the resources.

Checklist for Peer or Self Evaluation

Check all words and gestures used. Record the number of times for each.

Positive Words

___good
___fine
___O.K.
___nice
___neat work
___tell me about it
___yes
___well done
___that's right
___I like that
___other remarks
____
____
____

Negative Words

___what's that
___no, not that way
___you must do it like this
___that's sloppy
___you must try harder
___other remarks
____
____
____

Positive Gestures

___pat
___hug
___smile
___nod of head
___other gestures
____
____
____

Negative Gestures

___frowning
___ignoring
___shaking of head in 'no'
___other gestures
____
____
____
____

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LEARNING ACTIVITY
Objective 10.2.2 Work with preschoolers in a creative situation for at least two hours. Tape or write down all conversation so class can analyze for facilitating.

Guidelines for motivating skills which facilitate the child's effort to create.

1. Meet their physical needs first.
2. Find out the interests of the child.
3. Permit the child to work with friends.
4. Allow the activities to be fun.
5. Permit children to set and reach goals.
6. Add variety to activities.
7. Challenge the child.
8. Reinforcement is provided by repeating the activity. Make certain the child feels good about what he's doing.

EVALUATION

Objective 10.2.2 Given a creative activity situation the learner will facilitate the child's effort to create as outlined in the resources.

Checklist: Facilitating the Child's Effort to Create

___1. Expresses a positive, enthusiastic attitude.

___2. Takes advantage of child's natural curiosity and interests to inspire creativity.

___3. Meets the physical needs of the child.

___4. Makes clear the goal the child is to achieve.

___5. Gives instructions clearly and simply.

___6. Anticipates questions clearly and simply.

___7. Has ample area provided for acticity.

___8. Area provided requires minimum up-keep and care.

___9. Has ample time provided for activity.

___10. Has ample materials provided for the activity.

___11. Has materials and equipment ready and accessible.

___12. Demonstrates how to stimulate children with divergent questions without being too directive.

___13. Considers and plans for clean up.

___14. Tells children their responsibilities for clean up.

___15. Provides opportunity for child to practice task.

___16. Makes sure child values his/her own product.

___17. Provides means of displaying products.

LEARNING ACTIVITY
Objective 10.2.3

Activity A: Read "Literature, Creativity, and Imagination" in either the complete version or the condensed version.

Outline of "Literature, Creativity and Imagination"

I. How not to stifle imagination.

II. How do we not turn kids off?

III. Creativity and Imagination

Creativity and imagination are inseperable from social consciousness and personal awareness. Deprivation of imagination and creativity results in a kind of one-dimensional personality, a shallowness of spirit. Art is an available means for letting us reach into life.

IV. Imagination and Literature

Imaginative experience in literature is a way of gaining active awareness of ourselves as individuals, awareness of our society, and perhaps encouragement to make it better.

We can't make creativity happen, we have to let it happen.

EVALUATION

Objective 10.2.3 Given a creative activity situation in the dramatic arts, the learner will explain methods of not stifling the unlimited imagination of the 3 to 6 year old, as outlined in the resources.

Using the following situations, explain methods of not stifling the 3 to 6 year old's imagination.

1. The children are allowed free time to do what they want. Three children decide to play house and are having trouble determining who will be "daddy" and "mommy". How could you help them decide without stifling the children and stopping play?

2. Two little boys are playing with puppets. They want to have a "real play". What suggestion can you make?

3. Three boys are playing with trucks. Describe suggestions you would make to stimulate dramatic play using trucks.

LEARNING ACTIVITY
Objective 10.2.4

Activity A: "Creative Art for the Developing Child", pp. 16-22. (The reference can be presented by opaque projector, duplicated passouts.

Summary

1. General appearance of facility: clean, neat, and painted in bright colors.
2. Displays and materials should be placed at child's eye level.
3. Emply wall space should be left for displays and child's imagination.
4. No teacher "improved on" work of children is necessary. If displayed, the art work should be exactly as child intended.
5. Displays should be changed gradually to create interest yet maintain continuity.
6. Arrangement of furnishings should be neat, orderly, yet flexible.
7. Storage units of uniform size can be easily arranged. Storage should be well labeled, harmonious in color scheme and easily accessible.
8. Art area should meet the following criteria:
    a. be a permanent place
    b. be away from traffic flow
    c. close to source of water
    d. not interfere with other activities
    e. easy to supervise
    f. room for each child to work comfortably
    g. not close to hard-to-clean, unprotected surfaces
    h. have a display area
9. The area should be child-proof against harm that might come to surfaces of furnishings, walls or floors.
10. Child should be protected from harm to himself or his clothing.

LEARNING ACTIVITY
Objective 10.3.1

Activity A: Pre-Test on terms.

Pre-Test

Define:

brush

burlap

scissors

plaster

drawing

yellow

color

hue

shape

texture

manila

red

collage

mache

tempra

easel

crayon

blue

glue

art

clay

paint

green

orange

LEARNING ACTIVITY
Objective 10.3.1

Activity C: Do word game.

Word Puzzle

Circle all the words which pertain to art. Remember to go any direction. Say each work and define it as you circle it.

A	I	L	T	O	V	R	E	D	E	S
C	S	C	I	S	S	O	R	S	O	T
H	A	R	T	A	M	I	A	L	T	O
N	P	A	P	E	R	H	S	E	N	S
L	A	Y	E	G	L	U	E	O	S	E
R	I	O	N	O	V	X	R	R	G	V
S	N	N	C	L	A	Y	X	A	N	O
T	T	X	I	G	R	E	E	N	I	H
U	P	B	L	U	E	L	M	G	W	I
B	U	R	L	A	P	L	I	E	A	T
R	R	U	L	E	R	O	O	N	R	H
A	P	S	O	T	C	W	O	O	D	S
Y	L	H	A	C	H	Y	I	L	O	V
E	E	E	B	R	A	Y	C	E	D	A
R	E	T	S	A	L	P	I	L	O	V
S	B	C	R	O	K	U	T	C	T	E

EVALUATION

Objective 10.4.1 Given a creative activity situation in art, you will describe the physical capabilities of children ages 2 - 6 and their effect upon the child's artistic production as given in the resources.

Guidelines for Discussion

I. Small motor control

A. How are different ages able to use:

1. crayons

2. scissors

3. paper

4. paste

5. paints and brushes

B. How do different ages progress in hand - eye coordination?

II. What are the physical capabilities of ages 2 to 6? (May wish to refer to 4.0)

III. What are some art activities that 2 - 6 year olds could not perform because of their abilities?

EVALUATION

Objective 10.4.1 Given a creative activity situation you will plan activities in art which provide variety and interest for preschoolers as outlined in the resources.

Checklist

Evaluate the plans for experiences in art using the following items. Check those items which apply to the plan you are evaluating.

___1. Plan provides a variety of uses in materials.

___2. Plan provides a variety of techniques in art.

___3. Activities correspond to children's physical ability.

___4. Activities are planned around natural interest and curiosities of children.

___5. Goals for the project are challenging yet attainable.

___6. Success for child is planned and inevitable.

___7. System for letting child know his project is valued is written into the plan.

___8. Plans are made to provide time and materials freely.

___9. Plans are made to allow the child to practice and repeat the activity.

___10. Competition between children is de-emphasized.

___11. Value judgements of the child's project is avoided.

___12. Plans avoid the use of a model made by the instructor.

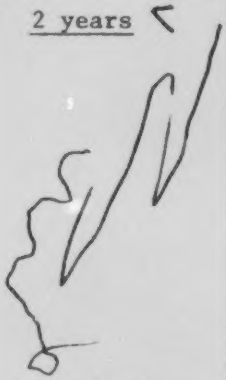
LEARNING ACTIVITY
Objective 10.4.1

Activity D: Refer to Art Guide Let's Make Pictures

Progressive Levels of Artistic Capabilities

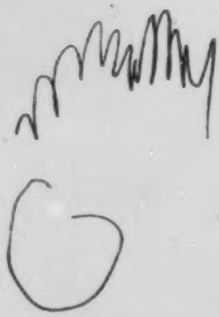
The following children's drawings provide approximate guidelines. Children may be more or less advanced in their drawing capabilities.

2 years

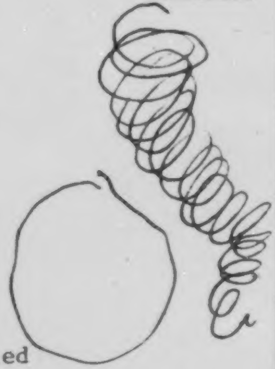


Disordered Scribbling

2 1/2 years

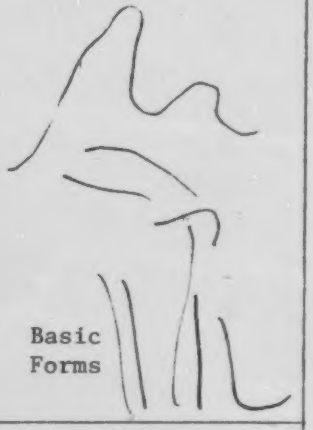


3 years



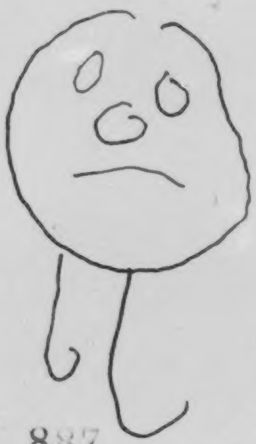
Controlled Scribbling

3 1/2 years



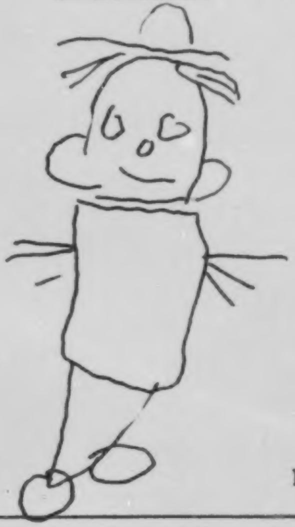
Basic Forms

4 years



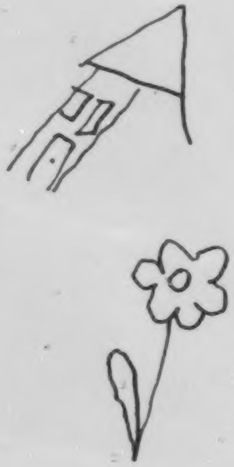
Drawing

4 1/2 years



Drawing

5 years



EVALUATION

Objective 10.5.1 Given a group of children the learner will supervise the children in art techniques which provide experiences in drawing, printing, cutting, pasting, molding, folding, and painting as given in the resources.

Checklist for Supervision of Art Experiences

Check those which are applicable:

___1. Demonstrates interest in children.

___2. Demonstrates enthusiasm in activity.

___3. Demonstrates support of a child's need to achieve by observable words and/or gestures.

___4. Sees to children's physical needs.

___5. Provides a satisfactory room environment.

___6. Recognizes the non-participating child.

___7. Makes an effort to involve the non-participating child.

___8. Provides ample materials and equipment.

___9. Provides ample time.

___10. Provides an opportunity for a variety of art experiences.

___11. Interest of children is considered in devising activity.

___12. Success for child is planned and inevitable.

___13. Helps child value his own product.

___14. Lets child know his system is valued by others.

___15. Offers challenging activities for more advanced children.

___16. Offers time and materials for practicing activities.

___17. Provides no teacher models of activities.

___18. Offers no interference on child's creative activities.

___19. Offers no judgement on child's project.

___20. De-emphasize competition between children.

EVALUATION
Objective 10.6.1 Given situations in which the learner is distributing materials to children, demonstrate the procedures for distribution and clean-up as outlined in the resources.

Checklist for Evaluation

___1. Allows ample time for distribution and clean-up.

___2. Provides material freely for creativity.

___3. Makes the materials appealing to children as he/she distributes them.

___4. Provides the appropriate materials for the activity.

___5. Places materials where they are easily accessible to children.

___6. Distributes all materials needed for the activity.

___7. Distributes materials in an orderly systematic way.

___8. Returns unused materials to correct storage area when cleaning up.

___9. Encourages the children to aid in clean-up.

___10. Checks art area to make sure there are no paper scraps, spills, etc., on tables and floors.

EVALUATION

Objective 10.6.2 Given the common working materials, you will plan a display of the materials according to criteria outlined in Activity 10.6.2 B.

Checklist for Evaluation

Use the following checklist to evaluate each plan.

___1. Materials are placed in appropriate place for use.

___2. Materials suitable for the purpose are used.

___3. Supplies are safely located to avoid danger.

___4. Working materials are kept in good order, straight, and clean.

___5. Supply arrangements should allow for flexibility in activities.

___6. Supply allows for mistakes made by children.

___7. Common supplies should be placed at the point of use.

___8. Ingenuity and attractiveness of displays are inviting and attractive to children.

___9. Common supplies are readily accessible to children for use.

EVALUATION

Objective 10.6.3 Given the special or infrequently used materials you will place the supplies in a storage area according to criteria outlined in Activity 10.6.2 B.

Checklist for Evaluation

Using the following checklist, evaluate the placement of supplies.

___1. Materials are placed in appropriate place for storage.

___2. Supplies are safely stored to avoid danger.

___3. Working materials are stored in good order, straight, and clean.

___4. Infrequently used materials are stored where they will not interfere with other materials.

___5. Materials and supplies are conveniently placed where others who use them may find them easily.

___6. Materials are stored to allow for maximum use of storage space.

EVALUATION
Objective 10.6.5 When planning material use, you will demonstrate procedure for distribution and clean-up that preserve, minimize waste, and maximize use of the materials according to the standards in the resources.

Checklist for Evaluaiton

Use the following checklist to evaluate each learner's procedures.

___1. Collects scrap materials which can be used again.

___2. Distributes a reasonable amount of each material needed, doesn't distribute a large excess of materials.

___3. Plans so material waste is minimized.

___4. Plans ahead for use of scrap materials.

___5. Verbally encourages children to use materials to the maximum.

___6. Reinforces when children save material.

EVALUATION

Objective 10.7.1 Given an appropriate setting for singing, playing, listening, and moving to music, you will display body movements, and facial expressions that indicate an interest in music as given in the resources.

Checklist for Response to Musical Activities

Use the following checklist to evaluate the learner's body movements and facial expressions.

___1. Displays an appreciation of music and emphasizes the joy that participation brings.

___2. Declares in words and actions that music is a vital, highly pleasurable part of the student's everyday experiences.

___3. Sings spontaneously as he works.

___4. Swings, runs, skips, and walks with a definite rythmic movement.

___5. Uses music with children to create a sense of togetherness, of belonging to the group.

___6. Encourages the children to sing.

___7. Plays phonograph and records for listening enjoyment of children and self.

___8. Uses music throughout the day such as resting time, art time, activity time, and clean-up time.

___9. Resolves unpleasant situations by using music to distract children.

___10. Conveys enthusiasm instantly by presenting songs to children in a spirited manner.

EVALUATION

Objective 10.7.2 When provided with a variety of children's music you will design musical activities that promote the development of creativity in children as outlined in the resources.

Checklist for Management of Musical Activities

Use the following checklist to evaluate the musical activities designed by the learner.

___1. Prepares programs using available resources.

___2. Uses ingenuity and imagination to design activities.

___3. Provides activities that create divergent thinking.

___4. Keeps instructions to a minimum.

___5. Uses activities geared to children's interest.

___6. Uses activities within children's capabilities.

___7. Allows for repetition of activity for reinforcement.

___8. Uses activities that are challenging.

___9. Uses activities that give the child a sense of achievement and/or accomplishment.

___10. Varies the style in which the child may participate.

EVALUATION

Objective 10.7.4 You will plan a musical activity for children 3-6. The teacher will evaluate each learner by observing the items on the checklist.

Checklist for Evaluation to Musical Activity

1. Melody should be short and clear.
2. Range for songs should be about middle C to C or D above.
3. Intervals should not be too wide.
4. Musical phrases and words should repeat.
5. Rythm should be simple - not fast or too slow.
6. Songs should be short and about subjects of interest to children.

EVALUATION

Objective 10.7.5 When presented with the music for a children's song, you will read the musical notes and the musical symbols well enough to correctly perform children's music.

Pre-Test and Post-Test on Muscial Notes and Symbols

Answer the questions pertaining to the previous song on your own paper. The song "Clickety Clack", p. 55 in Singing With Children, Nye, Nye Aubin, and Kyme, Wadsworth Publ. Co., Inc., Belmont Calif., may be used or the teacher may want to substitute a song of her own choosing.

1. List the name of each note and its value above it for each of the notes contained in the first three lines.
2. List the name of each note or symbol and its value aboue it for each of the musical symbols contained in the last three measures of the song.
3. The interval in measure 14 to 15 is a jump from space to space, line to line, line to space, or space to line?
4. What clef signature is used in this song and what does this indicate?
5. What meter is used in this song and what does this mean concerning the value of the notes? How many beats are sung or played per measure? Is this a slow or fast song and why?
6. How many measures are contained in the previous song?
7. List and identify by name the dynamic marks used in the song and tell what each indicates the action should be?
8. Define patterns and repeats. Are there any patterns contained in this song? Are there any repeats contained in this song?
9. On a self drawn scale, write and label the notes of the Middle C scale.
10. In the previous song, what are the signs immediately following the clef signature and what do they mean?

*Each question is worth 10 points.

EVALUATION
Objective 10.7.5 (continued)

Key to Pre-Test and Post-Test Using "Clickety Clack"

Pre-Test I-A

Line (1)

1.	E♭	E♭	E♭	E♭	E♭	E♭	E♭	E♭	
	8th	8th	8th	quarter	8th	quarter	8th	quarter	

Line (2)

	F	G	G	G	G	G	G	G	G
	8th	quarter	8th	8th	8th	8th	quarter	8th	8th

Line (3)

	A♭	B♭	B♭	B♭	B♭	B♭	B♭	B♭	B♭
	8th	8th	8th	8th	quarter	8th	quarter	8th	quarter
2.	C	C	B♭	C	B♭	E♭	F♭		
	8th	8th	8th	quarter	8th	quarter dotted	quarter dotted	quarter rest	8th rest

Tie

3. Line to a space

4. Treble Clef

5. 6/8 - the eighth note gets 1 beat
6 beats to a measure
fast sung song because of the meter signature

6. 16 measures

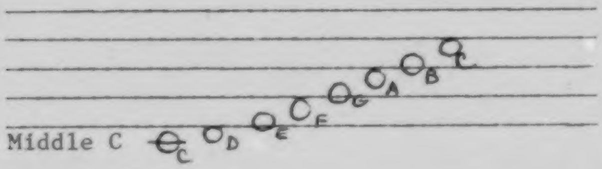
7. P - soft
< - soft but increase to loudness (crescendo)
mf - moderately loud
f - loud
> - decrescendo - loud but getting soft
ff - very loud

8. Patterns

EVALUATION
Objective 10.7.5 (continued)

Key to Pre-Test and Post-Test Using "Clickety Clack"

9.


Middle C
C
D
E
F
G
A
B
C

10. flats: B,E,A

EVALUATION

Objective 10.8.1 Given a choice from a variety of presentation methods, you will lead children in three musical activities that contribute to the child's awareness and response to rhythm according to the standards in the resources.

Checklist for Evaluation

Use the following checklist for evaluating the leading of three musical activities by the learner.

___1. Displays a rhythmic repetition of words and sounds in his speech.

___2. Teaches song by singing it through several times.

___3. Uses correct diction.

___4. Uses correct tempo and pitch.

___5. Designs creative rhythmical activities.

___6. Provides accessible musical instruments that invite manipulation.

___7. Makes the activity appealing to children.

___8. Encourages the children to become involved in the activity.

___9. Demonstrates an enjoyment of the activity through words, body movements, or facial expressions.

___10. Emphasizes the rhythmic pattern in the activity.

EVALUATION

Objective 10.8.2 Given a choice from a variety of presentation methods, you will lead children in three creative musical activities that encourage an uninhibited expression of his feelings to a musical experience as outlined in the resources.

Checklist for Evaluation

Use the following checklist for evaluating the leading of three musical activities by the learner.

___1. Uses music to free a child of his fears and dissipate emotional disturbances.

___2. Designs musical activities that allow children to be creative.

___3. Attends to the child's physical needs before presenting the activity.

___4. Allows children some choice in the environmental situation in the classroom.

___5. Uses activities in a free setting.

___6. Uses activities that allow children to use and expand their imaginations.

___7. Uses activities that allow children to explore and express their feelings.

EVALUATION

Objective 10.8.3 When leading the children in a musical activity, you will arrange the physical setting to provide a relaxed creative atmosphere as outlined in the resources.

Checklist for Evaluation

Use the following checklist for evaluating the arrangement of the physical setting.

___1. Provides a happy musical setting.

___2. Encourages spontaneity by pushing back furnishings to allow ample room for rhythmical movements such as galloping, skipping, rolling, etc.

___3. Adapts songs to the children's response.

___4. Makes the scheduled music time informal and short in duration.

___5. Provides a place for listening to record, singing, creating dance, and playing musical songs.

___6. Uses pictures, poster, etc., which provide a relaxed creative atmosphere.

___7. Provides for a variety of arrangements of chairs, tables, etc.

EVALUATION

Objective 10.9.2 Given several children's stories you will point out characteristics of good literature and factors which make them appealing to children as outlined in the resources.

Factors and characteristics pointed out should include:

1. Large familiar books.
2. Books with many clear pictures.
3. Stories with simple plots.
4. Stories which are easily understood.
5. Stories on familiar topics.
6. Stories which are well written.

EVALUATION

Objective 10.9.3 Given a children's story you will interpret the story in terms of good and bad feelings from a child's emotional view point, as given in the resources.

After having selected a story the student will interpret the story in terms of good and bad feelings from a child's emotional view point answering the following questions:

1. Are any parts of the story frightening to the child? If so, describe these.
2. Are there any pictures in the story which might frighten a child?
3. Are any of the pictures related to something sad?
4. Are these parts of the story which might make a child sad?
5. What parts of the story would make a child laugh?
6. Are there pictures in the story which would make a child feel good?

EVALUATION
Objective 10.9.4

Checklist for Teacher Evaluation:

1. Memorize words and movements before introducing a finger play.
2. Use finger plays that have easy words, familiar ideas, and simple movements.
3. Be expressive with voice, hands, and face.
4. Pronounce words carefully.
5. Teach only a few finger plays at a time.
6. Let the children, at times, do the motions individually.
7. Encourage children to make up finger plays.

EVALUATION

Objective 10.10.2 Given an appropriate setting for reciting, reading, listening to and creating children's literature, you will display facial expressions and body movements that indicate an interest in literature as described in the resources.

Checklist for Evaluation

Use the following checklist for evaluating the facial expressions and body movements of the learner.

___1. Prepares children for story time by putting away toys and personal possessions.

___2. Sits on a low chair facing the group holding the book where children can all see easily.

___3. Reaches to turn the book's pages without moving the book.

___4. Develops eye contact with children.

___5. Reads in a well-modulated, natural voice which carries well to all.

___6. Allows the children to ask questions or make additions, but goes on with the story at the right time.

___7. Reads with expression.

___8. Uses grammatically correct language that children can understand.

___9. Explains unfamiliar words simply.

___10. Shows an understanding of children's feelings and interests.

EVALUATION

Objective 10.10.3 When presented with a variety of children's literature, you will design literature activities that provide opportunities for development of the child's creativity, according to the standards in the resources.

Checklist for Management of Literary Activities

Use the following checklist to evaluate the literature activity.

___1. Designs creative activities that illustrate rhyme and rhythm.

___2. Provides props to encourage dramatic play.

___3. Plans imaginative activities.

___4. Adapts literature to the children's response.

___5. Memorizes a number of short verses, rhymes, stories, and finger plays.

___6. Takes children on field trips to real-life encounters that they can comprehend and go to safely.

___7. Asks visitors to speak to the children on familiar subjects.

___8. Creates a free, secure, friendly environment so children express themselves dramatically and creatively.

___9. Allows the child to assist in developing activities.

EVALUATION

Objective 10.11.1 Given a choice from a variety of presentation methods, you will guide children in two creative literary activities in which you introduce the children to literary fun and contributes to language skills according to the standards in the resources.

Peer evaluation on each of two creative literary activities in which children are introduced to literary fun and contributions are made to language skills.

1. List how introduction is made to literary fun.

2. List how contributions are made to language skills.

3. Discuss children's reactions to the activity.

EVALUATION

Objective 10.11.2 Given a choice from a variety of presentation methods, the learner will guide children in two literary activities that contribute to the children's awareness and response to rhythm and rhyme according to the standards in the resources.

The teacher and/or peer will evaluate each of two activities.

How is child's awareness of rhythm stimulated?

How is child's awareness of rhyme stimulated?

Discuss children's reactions to activity.

EVALUATION

Objective 10.11.3 Given a choice from a variety of presentation methods, you will guide children in two creative literary activities that encourage a natural expression of the children's feelings and inspire dramatic play as given in the resources.

The teacher and/or peer will evaluate each of two activities.

1. How is the child's sense of creativity stimulated by these activities? Give specific examples.

2. How did the literary activities encourage a natural expression of the child's feelings? What feelings were expressed?

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SUPPLEMENTARY READING FOR STUDENTS

Task Area 10.0

1. ART GUIDE - LET'S CREATE A FORM, Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC. 20016. 1969.
2. BEAUTIFUL JUNK, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, Washington, DC. 20201.
3. CHILD LEARNING THROUGH CHILD PLAY, Gordon, Ira J., Guinach, Barry and Jester, Emilie; MacMillian and Co., St. Martin's Press, Inc., 175 Fifth Ave., New York, NY. 10010. 1972.
4. FUN IN THE MAKING, U.S. Dept. of Health Education and Welfare, Washington, DC. 1973.
5. HANDPRINTS, Benish, Jean; Early Childhood Education, WV. Dept. of Education, Bldg. 6, Room 318, Charleston, WV. 25305. 1973.
6. LAUNCH, Platts, Mary; Educational Service, Inc., P.O. Box 219, Stevensville, MI. 49127. 1972.
7. LET'S BUILD, Davies, Rita; VanNostraud Reinhold Co., New York, NY. 10001. 1974.
8. MORE RECIPES FOR FUN, Cole, Ann; and Haas, Carolyn; Heller, Elizabeth; Weinberger, Betty; Par Projects, 464 Central Ave., Northfield,IL. 60093. 1972.
9. PARENTS' HOME ACTIVITIES GUIDE, Parent Child Early Education Program, Ferguson Florissant School District, Ferguson, MS. 63135.
10. PLAY AS A LEARNING MEDIUM, Sponseller, Doris; National Association for the Education of Young Children, Washington, DC. 20009. 1974.
11. PRESCHOOL GAMES AND ACTIVITIES, Taetzsch, Saudra and Lyn Taetzsch, Fearon Publishers, 6 Davis Drive, Belmont CA. 94002. 1974.
12. RECIPES FOR ART AND CRAFT MATERIALS, Sattler, Helen; Lipthrop, Lee, and Shepard Co., New York, NY. 10016. 1973.
13. ROOM TO LEARN, A PLACE TO PAINT, Dean, Joan; Citraton Press, Library and Trade Division, Scholastic Magazines, Inc., Education Office, 50 West 44th St., New York, NY. 10036. 1973.

Task Area 11.0

Planning, Preparing and Serving Food for Children

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Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.1 Develops nutritional meal planning practices

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.1.1 You acquire a knowledge of the Basic Four Food Groups, as given in the resources.	A. Discover how food is divided into the Four Basic Food Groups. Read Caring for Children, Draper and Draper, pp. 211-212. B. View film, The Big Dinner Table, Food, Nutrition and Dairy Council. C. View filmstrip, The Balanced Diet, Parents' Magazine. D. Read Teen Guide to Homemaking, Barclay, Champion, Brinkley and Funderburk; Chapter 18, pp. 359-373.	11.1.1 List the Four Basic Food Groups and classify a given list of foods into the four food groups in the Appendix.
11.1.2 You will list the five nutrients and identify their function and sources.	A. Read You and Your Food, White, pp. 2-17. B. View filmstrips, Waldo Learns About Nutrition, Part (1): Fats, Carbohydrates and Proteins; Part (2): Minerals and Vitamins from the Nutrition Series, McGraw-Hill. C. Discuss how food affects your body weight. Guidelines are found in the Appendix.	11.1.2 List the nutrients and identify their sources and functions on a 25 point quiz as given in the Appendix.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.1 Develops nutritional meal planning practices

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.1.2 (Continued)	D. Make a game that teaches food nutrients, functions and sources. E. List the foods you ate yesterday and record which nutrients you consumed. F. Use the foods given in the Appendix and list the nutrients found in each. G. Read "Meal Patterns for Children in Child Care Programs" in Food Buying Guide for Child Care Centers, p. 5. H. Read pamphlet, Food is More Than Just Something to Eat, Department of Agricultural and HEW. I. Read Homemaking for Teenagers, McDermott, Book 2, Chapter 13. J. See film, What's Good to Eat from the Food, Nutrition and Dairy Council.	

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.1 Develops nutritional meal planning practices

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.1.3 You will identify the daily allowances for children one to six, as recommended by the USDA.	A. Read A Guide For Planning Food Service in Child Care Centers, USDA, pp. 6-9. B. Read You and Your Food, White, pp. 434-435. C. Plan a daily feeding schedule for children 1 to 6 years. Use pictures, posters, drawings, etc., to show your schedule. D. Make a checklist of nutrients, then visit a preschool center during meal time and report your observations to the class.	11.1.3 Find the recommended daily allowances for any nutrients when asked by the teacher.
11.1.4 When presented with all necessary nutrients, you will plan menus which include those nutrients necessary for children 1 to 6 years old, according to USDA standards.	A. Read A Guide for Planning Food Services in Child Care Centers, USDA, pp. 10-15. B. Rewrite menus given in the Appendix to conform to USDA nutritional standards C. Plan a day's menu for a small child. D. Plan a week's menu for a child care center.	11.1.4 Plan a day's menu for a child care center. Menus will be evaluated according to USDA standards using checklist in the Teacher's Reference.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.1 Develops nutritional meal planning practices

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.1.5 Given a variety of foods, you will choose foods which are enjoyable to children from 1 to 6 years old.	A. View filmstrip Food As Children See It, General Mills, Inc. B. Scan Better Homes and Gardens Cookbook for Children. C. Prepare a recipe and report your observation of a small child eating it. D. Illustrate and explain food combinations that would be appealing to small children. E. Brainstorm foods that children like and dislike. Discuss why this is probably so. F. Interview small children to find which foods they like or dislike and why. Share your findings with the class. G. Read pamphlet, Put Munch in Their Menu, Chiquita Interharvest, Inc. H. View filmstrip from, Put Munch in Their Menu.	11.1.5 Make a bulletin board, poster or audio-visual aid to picture foods that small children enjoy. Compare with filmstrip or cookbook to check your work.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.2 Prepares and serves attractive meals, supplements and special occassion foods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.2.1 After studying sources of variety in menus, you will write menus which have variety in color, taste, texture, form and temperature.	A. Read pamphlet, Mealtime Planning by Betty Crocker. B. View filmstrip, The Wonderful World of Foods, by Proctor and Gamble. C. Find examples of foods from magazines and discuss whether they have been planned according to the principles of variety. D. Plan a menu using variety of color, texture, taste, form and temperature.	11.2.1 Write a menu following guidelines of variety. Use checklist in Appendix to determine if the menus follow the guidelines.
11.2.2 Given the task of preparing a day care meal, you will choose a menu and plan a preparation schedule that meets the criteria of efficient use of time and money.	A. See filmstrip and read student pamphlets labeled A Mini Shopping Experience Touring the Dairy Department, Kraft Foods. B. Read pamphlet A Guide to Food Buying Basics and Supermarket Shopping, Kraft Foods. C. Pre-plan your meal by preparing a work schedule. See Appendix. D. Choose food products which can be brought in a pre-packaged mix, then compare the time and money spent with the same product made from "scratch". E. Plan a menu according to a set budget.	11.2.2 Present the menu to the instructor and discuss the criteria of efficient use of time and money.

Task Area: 11.0 -Planning, Preparing and Serving Food for Children

Competency: 11.2 Prepares and serves attractive meals, supplements and special occassion foods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.2.3 Given the USDA supplementary standards, you will choose supplements and special occasion foods for a menu that will enhance a child's diet.	A. Read "Planning for Snacks" in Homemaking for Teenagers, McDermott, Book 1, pp. 419-420. B. Read Lunches, Snacks, and Celebrations in Creative Food Experiences for Children, Goodwin and Pollen pp. 134-149. C. See filmstrip Party Planning, Reynolds Wrap. D. Plan a menu with a mid-morning snack for a small child and discuss how it supplements the diet. E. List supplementary foods that could be made especially for Christmas, Easter, Halloween, Thanksgiving, birthdays, etc. that would be nutritious. F. Find examples of food supplements from magazine advertisements and explain how these supplements (snacks) could be changed to improve the daily diet more efficiently. G. Read the pamphlet, Treat Yourself Nicely, Carnation. Choose and prepare a meal supplement for a small child.	11.2.3 Plan ten supplementary menus for children that conform to USDA standards. USDA requires that a supplement must include: 1) Milk, fluid whole (½ cup) or juice or fruit or vegetable. 2) Bread or cereal, enriched or whole grain, in the following amounts: a) Bread: ½ slice b) Cereal: 1. ¼ C. for 1-3 year old. 2. 1/3 C. for 3-6 year old.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.2 Prepares and serves attractive meals, supplements and special occassion foods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.2.4 Given recipes for special occassion foods, you will prepare and serve selection to a small child.	A. Read "Eating Behavior", Chapter 10 in Child Care and Development, Ames, pp. 142-157. B. Read "Your Children's Parties" in Better Homes and Gardens Creative Table Settings, pp. 104-107. C. See filmstrip Working With Children in Daycare: Sleeping, Eating, Toilet, Training, Frames 12-18, The Day Care and Child Development Council of America. D. Discuss what special occassions families observe and what foods they traditionally have. E. Read Child Growth and Development, Hurlock, pp. 193-203.	11.2.4 Diagram correct table setting for menus in the Appendix.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.2 Prepares and serves attractive meals, supplements and special occassion foods

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.2.5 Using the seven previous objectives, you will prepare and serve a day care meal to a small child.	A. View filmstrip Why You Eat, from The Nutrition Series McGraw-Hill. B. View filmstrip Go, Grow, Glow with Carnation, Carnation Company. C. Read A Guide for Planning Food Service in Child Care Centers, USDA. D. Plan, prepare and serve a meal to to a small child. E. Report your observations of mealtime with a small child to your classmates.	11.2.5 After selecting, preparing and serving the day care meal, complete the self-evaluation checklist in the Appendix from 11.2.4.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.3 Develops materials informing children and parents of nutritious planning practices

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.3.1 After acquiring a knowledge of the Basic Four Food Groups, you will plan and present a learning activity which teaches the value of the four food groups to children in a simple, effective and interesting way.	A. Make a bulletin board teaching the Four Food Groups, using Teen Guide to Homemaking, Barclay, et.al., bulletin board ideas on pp 361-373. B. Give a puppet show about the Four Food Groups. C. Write a short play informing small children about the different food groups. D. Write a skit concerning one of the following: bread and cereal group, milk and dairy products, meat group E. Design animated posters for small children on the Basic Four. F. Make up a short song with hand motions about some food group for small children to sing.	11.3.1 Present your activity to children. Discuss the four groups with children after the activity to evaluate whether it was effective, simple to understand and interesting to the children.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.3 Develops materials informing children and parents of nutritious planning practices

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.3.2 When presented with guidelines for nutritious diets, you will plan learning activities which teach small children and their parents ways to improve their diets in a simple, interesting and effective way.	A. Read, The Mother-Child Cookbook, Ferreira pp 5-9. B. Make a folder for children and parents to take home that illustrates and lists the number of servings of each food group needed daily. C. Make a bulletin board that informs parents of menu planning. D. Show the filmstrip, Toothtown U.S.A National Dairy Council, to small children. E. Plan a play (in which small children participate) that informs of ways to improve their diets. (Costumes could be made, puppet dialogues given, songs sung, etc.	11.3.2 Present an activity to children and parents. Following the presentation of the learning activity, effectiveness can be evaluated by sending home the checklist in the Appendix for completion and return.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.4 Guides children in developing nutritious eating habits, appropriate manners and procedures for cleanliness.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.4.1 Given a group of small children, you will design a learning activity that teaches the children to choose a nutritious supplement over a non-nutritious supplement.	A. View filmstrip, Food and Nutrition, from the Parents' Magazine Films, Inc. B. Make a bulletin board of nutrient laden foods using animated foods. C. Role play the effects of too many sweets and too many fats. D. Make a picture book for small children of nutritious snacks. E. Plan a snack that the children can prepare and eat. Think of what you can talk to the children about so they will understand that the selection is healthy. F. List questions small children might ask about nutritious foods for the class to discuss. G. Find pictures of both nutritious and non-nutritious snacks and exhibit them in the room. Help children to discuss the effects of each snack for them. H. Let the small children plan a snack. Guide their selections by reminding them of fruits, bread and cereal products, milk. I. Make flash cards to use with small children showing different kinds of meals and can play games with them to determine if they can recognize the importance of nutritious meals.	11.4.1 After presentation of learning activities, present nutritious and non-nutritious snacks to the group of children to see if your activity did teach the children to choose a nutritious supplement over a non-nutritious supplement.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.4 Guides children in developing nutritious eating habits, appropriate manners and proceudres for cleanliness

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.4.2 When presented with a group of children, you will introduce a new food in a way that encourages the child to taste the food.	A. Read "Meals for Children and Older Persons", You and Your Food, White. B. Discuss with small children new foods they have eaten. C. Let each child suggest a food for all the children in the class to taste. They must take turns so that only one new food is tasted at a time. D. Make a list of ways to serve new foods that will be appetizing to small children. E. Plan a menu for small children for a week including a food in each meal that they may not have eaten before. Find recipes for each of the new foods that small children would enjoy. F. Have a tasting party on several occasions to introduce new foods to children.	11.4.2 Observe and discuss with your teacher the children's reaction to the new food to see if the introduction technique is effective.
11.4.3 You will supervise a mealtime situation and encourage manner development by positive reinforcement of correct manners.	A. Read Child Growth and Development, Hurlock, Chapter 12. B. Read Teen Guide to Homemaking, Barclay, et.al., pp.466-469.	11.4.3 Supervise a mealtime situation encouraging manner development. Using list of correct manners made in Activit C, check to see if positive reinforceme is made.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.4 Guides children in developing nutritious eating habits, appropriate manners, and procedures for cleanliness

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.4.3 (continued)	C. Make a list of manners to be reinforced. D. Have all the tableware needed to set the table for the children to play "house". E. Play house with the children so they can imitate your manners. F. Role play how you would explain to a child uses for spoons, forks, knives and napkins. G. Exhibit proper use of tableware while eating with children.	
11.4.4 When supervising a group of children, you will demonstrate the correct procedure for washing before mealtime.	A. Demonstrate to the child the washing of face and hands before mealtime. B. Make a poster illustrating correct procedures for washing face and hands. C. Design a puppet show to teach children correct procedures for washing.	11.4.4 The teacher will evaluate your classroom demonstration to the child.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.4 Guides children in developing nutritious eating habits, appropriate manners, and procedures for cleanliness

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.4.5 You will list the necessary state requirements to obtain a Food Handlers Permit as given in the resources.	A. Read the Regulations Governing the Examination of Food Handlers in the Appendix. B. Write a letter to the West Virginia State Board of Health requesting the pamphlet, West Virginia Food Service Sanitation Regulations. C. Contact the County Health Department and arrange for a representative to speak to the class on Health Regulations in your county.	11.4.5 List all requirements that are needed to obtain a Food Handlers Permit.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.5 Determine the emotional aspects of mealtime for children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.5.1 When provided with guidelines concerning the emotional aspects of mealtime for children, you will list factors which promote a child's healthy eating habits as discussed in the resources.	A. Read "Meals for Children and Older Persons" in You and Your Food, White. B. Interview mothers with small children to find what they do to prepare the child (settle him down) to eat. C. Watch Bill's Better Breakfast Puppet Show from the Department of Health Film Library, South Charleston, West Virginia. D. Research factors that promote a child's healthy eating habits.	11.5.1 List factors which promote healthy eating habits. Compare your list with the list in the Appendix.
11.5.2 Given a mealtime situation involving small children, you will voluntarily interact with the child in ways that promote healthy eating habits.	A. Read Your Child From 1-6 DHEW, pp. 66-71. B. Discuss the results of forcing a child to eat. C. Write some do's and don'ts for table conversation. D. Role play a situation where a small child refuses to eat the foods offered. You are to convince the child to eat.	11.5.2 After a mealtime situation involving small children, use the list developed under 11.5.1 to see if they interacted according to that list.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency 11.6 Plans experiences with foods with children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITY	EVALUATION METHOD
11.6.1 Given a group of children, you will plan and lead activities that enable small children to see that food is grown.	A. Read Creative Food Experiences, pp. 28-29. B. Read An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 78-83. C. Sprout onions, sweet potatoes, tops of carrots in water and pineapples in soil. D. Plant seeds, such as corn, beans, lettuce, tomatoes, or flowers for the children to take home. E. Make a "lentil forest" by sprinkling lots of lentils on a wet sponge sitting in a dish of water. F. Visit a greenhouse or a farm.	11.6.1 After completing your activity with the children, use the following activity to check on the children's understanding that food is grown. Make up a story concerning plant growth and let the children complete and fill in correct answers. Use visuals on a flannel board as you tell the story. Visuals should illustrate the correct answers so that the child can see that his answers are correct.
11.6.2 Given a group of children, you will plan activities which teach food sources.	A. Make a display of common edible fruits, seeds, flowers, stems and roots. B. Collect pictures of foods which come from animal sources.	11.6.2 After completing your activity, use the following evaluation to see if the activity did teach the food sources. Make flannel board with pictures of foods and sources which can be lined up and matched by the children.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.6 Plans experiences with foods for children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITY	EVALUATION METHOD
11.6.3 After collecting simple recipes, you will plan and supervise the child's preparation of a food that is easy, appropriate, and fun for the age.	A. Read suggestions for working with children and food in the Appendix. B. Make several sample "picture" recipes for small children. Use poster board or large paper. List of cookbooks in the Appendix. C. Allow children to make chocolate pudding from an instant chocolate mix. Refer to directions in Little Ideas from the Food, Nutrition and Dairy Council. D. Sour milk to let children see what happens when not refrigerated. E. Make butter from 1 pint heavy sweet cream and ½ teaspoon salt. Refer to directions in Little Ideas. F. Sour whole milk and make cottage cheese. Refer to An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 187. G. Let children spread different types of foods on crackers or breads. Use combinations and let the children decide which tastes good together.	11.6.3 After completing the food activities you chose and supervised, complete the selfcheck list in the Appendix.

Task Area: 11.0 Planning, Preparing, and Serving Food for Children

Competency: 11.6 Plans experiences with foods for children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITY	EVALUATION METHOD
11.6.3 (continued)	H. Visit a supermarket and get fruits and vegetables that the children can wash and prepare. Dip in softened cream cheese, peanut butter, cinnamon and sugar, melted chocolate or other dip you might have available. I. Let children decorate either home-made or ready-made cookies. J. Let children make popcorn following a recipe. K. Let children peel a carrot with a potato peeler and eat the carrot as a snack. L. Have a tasting party of fresh or canned fruits and vegetables. M. Read Creative Food Experiences for Children, Goodwin and Pollen, pp.13-21. N. Prepare a simple recipe of a food that is not commonly found in your area.	

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.7 Develops attractive decorations and table settings for meals, snacks and special occasions

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.7.1 When presented with guidelines for table decorations, you will design a table setting for a child's meal following the guidelines in the resources.	A. Read Creative Table Settings for Children, Better Homes and Gardens, pp. 63-81. B. Collect pictures of table decorations which children would enjoy. C. View filmstrips Bright Ideas from Reynolds Metal Co., Party Planning from Reynolds Metal Co., and Fashions in Dining from Sears Consumer Information Division. D. Diagram a table decoration for children and discuss what factor influenced your selection. E. Design table decorations that could be made by children. F. Discuss table decorations that could be unsafe for children. G. Make placemats that would be of interest to small children. H. Make a flannel board to illustrate proper "Basic" table setting.	11.7.1 Design a table setting and evaluate it with your instructor.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.7 Develops attractive decorations and table settings for meals, snacks and special occasions

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
11.7.2 When presented with guidelines for table decorations, you will design a table setting for a child-oriented special occasion.	A. Choose a favorite holiday and make decorations for the theme you select. What nutritious foods could be used as part of the decorations that small children would like? B. Plan a special activity for small children that would include the involvement of the children to do the decorations. Example: Hobo meal at springtime. C. Make sample favors that children would enjoy making and using for table decorations. D. Draw 5 table decorations that could be used for children's parties. E. Collect pictures of various table settings for different occasions.	11.7.2 Design a table setting for a child oriented special occasion and evaluate it with your instructor.
11.7.3 When presented with a menu, you will demonstrate correct table setting by diagramming the setting using the guidelines in Activity A.	A. Read Teen Guide to Homemaking, Barclay. et. al., pp.459-476. B. Read You and Your Food, White, pp. 282-294. C. Watch your teacher demonstrate how to set a table.	11.7.3 Diagram correct table settings.

Task Area: 11.0 Planning, Preparing and Serving Food for Children

Competency: 11.7 Develops attractive decorations and table settings for meals, snacks and special occasions.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITY	EVALUATION METHOD
11.7.3 (continued)	D. Practice setting the table for menus that a classmate suggests. E. Discuss how you could involve a small child in setting the table.	

Appendix

EVALUATION

Objective 11.1.1 After studying the Basic Four Food Groups, name them and classify the following into the correct group.

Foods	Food Group
grapefruit	
fish	
cereal	
cantaloupe	
eggs	
cheddar cheese	
dry beans	
tomatoes	
peanut butter	
grits	
ice cream	
carrots	
rice	
lamb	
noodles	
nuts	
spaghetti	
pumpkin	
veal	
corn meal	

LEARNING ACTIVITY
Objective 11.1.2

Activity F: Using the foods given in the Appendix, list the nutrients found in each food.

Nutrients Found in Foods

Using a nutritive value chart, list which nutrient is most abundant in each of the following foods.

Food	Nutrient
Milk; fresh, whole	
Macaroni	
Chicken	
Sweet Potato	
Eggs, whole	
Beans; green, string	
Cocoa	
Cabbage	
Onions	
Squash	
Tomato	
Apple	
Banana	
Cauliflower	
Orange	
Raisins, seedless	
Peanuts, roasted	
Asparagus	

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EVALUATION

Objective 11.1.2

After studying nutrients, list the nutrients and their functions and sources in the resources.

A. List the five nutrients.

B. Complete the following statements with the correct word.

1. The nutrient which provides the most concentrated fuel or energy is____________________________.
2. Foods which contain sugars or starches are________________.
3. The "protective" nutrients which maintain health rather than provide energy are________________and____________________.
4. ______________________________is most important for repairing and building tissue.
5. ____________________and___________________are needed to provide fuel for the body.
6. ______________________is not a nutrient but is necessary before nutrients can function in the body.
7. _____________________is obtained from leafy yellow and green vegetables.
8. Citrus fruits provide____________________________.
9. Foods from animals provide the best sources of ___________________.
10. The different "parts" of food are called_______________________.

C. Match each function statement with the correct term.

_____1. Cures pellagra
_____2. Prevents beriberi
_____3. Prevents scurvy
_____4. Prevents rickets
_____5. Sea food
_____6. Helps burn sugars and starches
_____7. A meat substitute
_____8. Needed for hemoglobin
_____9. Needed for bones and teeth
_____10. Prevents night blindness

A. Source of iodine
B. Vitamin D
C. Calcium
D. Thiamine
E. Riboflavin
F. Soy Beans
G. Niacin
H. Vitamin A
I. Vitamin C
J. Iron

LEARNING ACTIVITY
Objective 11.1.4

When presented with all necessary nutrients, plan menus which include those nutrients necessary for children ages 1-6 years according to USDA standards.

Activity B: Rewrite menus to conform to USDA nutritional standards.

Directions: Rewrite the following menus according to USDA standards set for the child care centers for children ages 1-6.

Breakfast: Oatmeal
Toast
Milk

Lunch: Hamburger on a bun
French Fries
Orange Drink

Supplement: Graham Crackers
with Peanut Butter
Hot Tea

EVALUATION

Objective 11.2.1 After studying sources of variety in menus, write menus which have variety in color, taste, texture, form and temperature according to guidelines in Actitity A.

FOOD	TEXTURE	TASTE	FORM	TEMPERATURE
(Indicate color with crayons)	Soft Crisp Hard	Sour Sweet Bland Bitter Salty	Round Diced Large Pieces Small Pieces Ground/mashed	Hot Cold Moderate

LEARNING ACTIVITY
Objective 11.2.2

Activity C: Pre-plan your meal by preparing a work schedule.

Lab ______ . ______ Period ________________ Date ______________

Groceries needed:

Equipment needed:

Procedure:

Time	Job	Person Responsible

Place setting:

Recipe:

LEARNING ACTIVITY
Objective 11.2.2

Activity C: continued.

Work Schedule

Menu	Groceries Needed	Cost
		Total:

Equipment Needed:

Procedure or Job	Time
	Total:

Evaluation

EVALUATION
Objective 11.2.4 When presented with a menu, demonstrate correct table settings by diagramming the setting using the guidelines in Activity A.

MENUS

Orange Juice
Scrambled Eggs and Sausage
Toast
Butter and Jelly
Milk

Tomato Soup
Cheese Sandwich
Relish Tray
Ice Cream
Milk

Banana
Corn Flakes
Toast
Butter and Jelly
Milk

Ground Beef
Mashed Potatoes and Peas
Peach Salad
Hot Rolls
Milk

EVALUATION

Objective 11.2.4 and 11.2.5 — After selecting, preparing and serving the day care meal, complete the self-evaluation checklist.

Selection, Preparation and Serving A Food to A Child

Directions: Answer the questions and rate yourself according to how well you perform each of the following tasks.

	Yes	No
Selection		
1. Were children's ideas used to make the selection?	___	___
2. Is your selection appropriate for the occasion?	___	___
3. Are the foods appropriate for the time of day the occasion is held?	___	___
4. Are foods suitable for this age?	___	___
Preparation		
1. Did you prepare the food according to a schedule?	___	___
2. Did you follow the recipe carefully?	___	___
3. Was your product successful?	___	___
4. Did you leave the kitchen clean?	___	___
5. Was food stored properly?	___	___
Serving		
1. Was the food attractive and colorful?	___	___
2. Were the sizes of servings suitable for age?	___	___
3. Were you calm and organized while supervising the occasion?	___	___
4. Were unbreakable decorations and serving utensils used?	___	___
5. Did the child have a favor or reminder of the occasion to take home?	___	___
6. Were any "rituals" familiar to the child?	___	___

How did you do?

Satisfactory performance would be 13 or more "yes" answers.

EVALUATION
Objective 11.3.2 When presented with guidelines for nutritious diets you will plan learning activities which teach small children and their parents ways to improve their diets in a simple, interesting way.

Dear Parent:

We are making a small survey to find out the eating habits of the children we are working with. Would you please fill out this short questionnaire?

Thank you for your cooperation.

Sincerely,

____

1. Have you noticed any change in your child's eating habits?

2. Does your child discuss food with you?

3. Do you feel the information your child learned about food has helped him?

4. Do you feel the information you learned about food has helped you in your planning?

5. Do you encourage your child to eat a balanced diet?

6. What foods do you find to be your child's favorites?

7. What new foods has your child learned to eat recently?

LEARNING ACTIVITY
Objective 11.4.5

Activity A: You will become acquainted with the Regulations Governing the Examination of Food Handlers.

REGULATIONS GOVERNING THE EXAMINATION OF FOOD HANDLERS

Passed by WV Public Health Council, March 3, 1972, Effective from passage.

Regulation Number 41 concerning the examination of food handlers has been amended as follows:

(a) No person who is affected with any communicable disease which is in a form that, or stage when, transmission in the course of food-handling is possible, or who is a carrier of such disease, shall be a food handler, and no proprietor of a food handling establishment shall employ such person.

(b) If at any time, for the protection of the public, the health officer considers an examination advisable, the food handler must be examined by a physician approved by the health officer, who may require that an examination include a blood test, X-ray examination and such laboratory examinations as are necessary to detect any conditions in the food handler which might constitute a public health hazard.

(c) Each food handler is required to have in his possession a permit signed by the health officer showing that within the past year the food handler has had at least two hours of approved instruction in food sanitation; or, if the food handler has not had an opportunity to receive such instruction, he must have in his possession a permit from the health officer, valid only until instruction is available. The food handler's permit may be cancelled at any time the health officer has a reason to deem cancellation necessary for the protection of the public health.

(d) Any violation of the provisions of this regulation by such food handler, owner, manager, or other person in charge of such food handling establishment shall constitute a misdemeanor and render such person liable to the penalty provided for violation of the provisions in The Sanitary Code.

A true copy of regulations adopted by the Public Health Council on March 2, 1942, effective as of March 3, 1942.

WEST VIRGINIA PUBLIC HEALTH COUNCIL
C. F. McClintic, M. D.
Secretary

EVALUATION

Objective 11.5.1 When provided with guidelines concerning the emotional aspects of mealtime for children, list factors which promote a child's healthy eating habits as discussed in the resources.

How many of these did you put on your list?

______ 1. Comfort

______ 2. Temperature of room

______ 3. Clothing suitable

______ 4. Relaxed atmosphere

______ 5. Pleasant conversation

______ 6. No arguments

______ 7. Cleanliness

______ 8. Food attractive

______ 9. Child size portions given

______10. Table accidents taken care of in a relaxed, cooperative manner

______11. Table manners practiced in a reasonable manner for age

______12. Amount eaten not forced upon child

______13. Ample time allowed for eating

______14. Food served at correct temperature

______15. Distractions avoided as much as possible

______16. Provision of "settling down period" before calling children to eat

______ Total number on this page that you listed

______ Number of additional items that you listed

______ Total number

LEARNING ACTIVITY
Objective 11.6.3

Activity A: Read suggestions for working with children and food.

Suggestions

1. Choose a very simple recipe with few steps. Get everything ready before you get the children interested.

2. Make an easy-to-follow recipe that the children would understand. Use different colors of tape to represent different measures.

   Example: red tape = ¼ cup
   blue tape= ½ cup

   Use pictures on a giant recipe card for children to follow. Number steps in the recipe. Say "first", "second", and other words that indicate sequence.

3. Encourage the children to do as much of the preparation as he/she possibly can. Be willing to help if the child is having difficulty and be sure to demonstrate and show the child exactly how to do it. However, try to help the child do most of it himself. Remember, children like to do, not watch!!

4. If possible, work individually or in small groups for the foods activity. That way everyone can get a chance to help without making you nervous.

5. Take this opportunity to teach a new word. Use words like "mix", "stir", "bake", "cook", or "boil". Encourage them to use the word.

6. Encourage the child to talk about what they are doing.

LEARNING ACTIVITY
Objective 11.6.3

Activity 3: You may refer to the following list of cookbooks for recipes throughout the remainder of this learning activity.

COOKING IN THE CLASSROOM, Bruno and Dakan, Fearon Publishers, Inc. Belmont, California 1974, $2.75.

COOKING AND EATING WITH CHILDREN, MCaffee, Haines and Young, Association for Childhood Education International, 3615 Wis. Ave. N.W. Washington D.C.

ADVENTURES IN COOKING, Foster, New Jersey Association for the Education of Young Children, 1971.

THE MOTHER-CHILD COOKBOOK, Nancy J. Ferrlira, Pacific Coast Publishers, Menla Park, California 1975.

TREAT YOURSELF NICELY, Carnation Co. Los Angeles, California, 1973.

PUT MUNCH IN THEIR MENU, Chiquita Interharvest Inc. P.O. Box 2115, Salinas, California.

CREATIVE FOODS EXPERIENCES FOR CHILDREN, Goodwin and Pollen, Center for Science in the Public Interest, 1779 Church St., Washington D.C. $4.00.

AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN, Craft and Hess, Houghton Mifflin Co., Boston, Mass., 1975, $6.95.

EVALUATION

Objective 11.6.3 After collecting simple recipes, plan and supervise the preparation of a food so that it is easy, appropriate for the age, and fun. (Preparation is by Children.)

	Yes	No
1. Did you make an easy-to-follow recipe that the children would understand?	_____	_____
2. Was this activity suitable for the age of children in your classroom?	_____	_____
3. Did you encourage each child to do as much as he could?	_____	_____
4. Did the child enjoy this activity?	_____	_____
5. Did the activity hold the attention of the children?	_____	_____
6. Did the children have an opportunity during this activity to make comments and ask questions about the foods used?	_____	_____
ALL CHILDREN MOST CHILDREN SOME FEW NONE		
7. If you were to repeat this activity, what improvements would you make?	_____	_____

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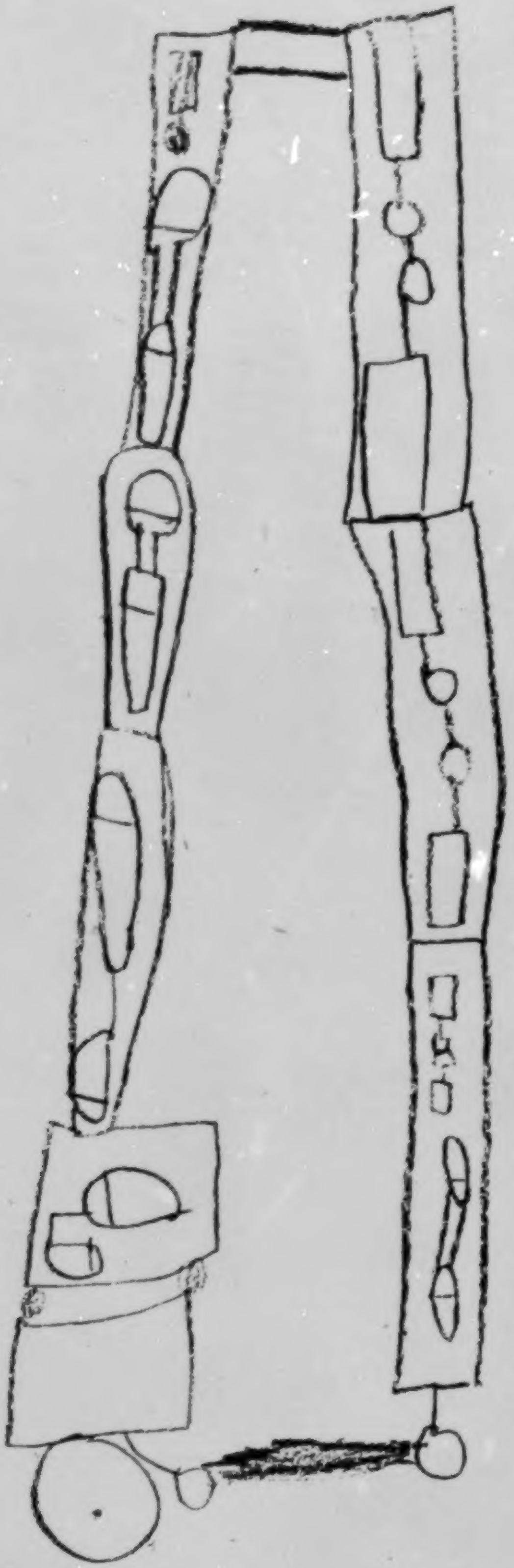
SUPPLEMENTARY READING FOR STUDENTS
Task Area 11.0

1. BAKING LIKE MOMMY, Junior Home Service, Pillsbury Co., Minneapolis, MN.
2. BETTY CROCKER'S NEW GOOD AND EASY COOKBOOK, Golden Press. 1965.
3. CHILDREN'S CHRISTMAS COOKBOOK, Chancellor, Betty and Kay Oberling; Denver Art Museum. 1967.
4. COOKBOOK FOR THE NEW AGE: EARTH, WATER, FIRE, AIR. Friedlander. 1972.
5. COOKING FUN, McDonald,Barbara Guthrie, Walck. 1960.
6. DISHES CHILDREN LOVE, Consolidated Book Publishers, 17275 Indiana Ave., Chicago, IL. 60616.
7. EAT, DRINK, AND BE HEALTHY, Toms, Agnes; Pyramid, NY. 1973.
8. FIRST BOOK OF BOYS COOKING, Brim, Watts. 1957.
9. FOOD FACTS AND FUN FOR YOUNG CHILDREN, Barlow, Frances and Captula Murdock; 1235 Cedar Ave., Provo, UT. 84601. 1973.
10. FOOD FOR LIFE: THE BASIC FOUR, (kit), Tupperware, Educational Services, Orlando, FL. 32802.
11. FUN WITH COOKING, Freeman, Mac B.; Random. 1947.
12. GOOD FOR ME COOKBOOK, THE, Croft, Karen; 741 Maplewood Place, Palo Alto, CA. 1971.
13. KIDS COOKING, Hawkins, Paul, Aileen and Arthur; Doubleday. 1970.
14. LET'S COOK IT RIGHT, Davis, Adelle; Harcourt, Brace and World. 1959.
15. LET'S START TO COOK, Nicholas, Nell B.; Doubleday. 1966.
16. NATURAL COOK'S FIRST BOOK, THE, Getzoff, Carole; Dodd, Mead. 1973.
17. NOW YOR'RE COOKING, Beinert, Frederica; Rand McNally. 1967.
18. ONE PINCH OF SUNSHINE, ½ CUP OF RAIN, NATURAL FOOD RECIPES FOR YOUNG PEOPLE, Atheneum, NY. 1973.
19. POOH COOK BOOK, THE, Ellison, Virginia H.; Dutton. 1969.
20. RODULE COOKBOOK, THE, Albright, Nancy; Rodule. 1973.
21. SEABURY COOKBOOK FOR BOYS AND GIRLS, THE, Moore, Eva,; Seabury. 1969.
22. SEE AND DO BOOK OF COOKING, THE, Fletcher, Jill; Stuttman. 1959.



Task Area 12.0
Working with Exceptional Children

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Task Area: 12.0 Working with Exceptional Children

Competency: 12.1 Develops an understanding of the history of education for the exceptional child

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
12.1.1 You will understand the past and present status of education for the exceptional child.	A. Read Education and Training of the Mentally Retarded, Vol. 8, No. 2, April 1973, pp. 3-9. B. Read How Retarded Children Can Be Helped, Evelyn Hart. C. Read "Integrating the Children with Handicaps into Early Childhood Education Programs," Cohen, Children Today, Jan. - Feb. 1975, pp. 15-17. D. Read "Placing Handicapped Children in Headstart Programs," Klein and Randolph, Children Today, Nov. - Dec., 1974. E. Read "The Children Who Never Quit," Pesmen, PTA Magazine, March 1974, pp. 23-24. F. Read "Helping the Handicapped: A Goal for All Parents," Martin, Parents' Magazine, July 1973, p. 10.	12.1.1 Participate in a discussion of the type of articles read on the Exceptional Child and describe individuals with exceptionalities that you read about.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.2 Develops an understanding of personal feeling and attitudes toward exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.2.1 You will list some images which come to mind when the terms handicapped, disabled or exceptional are mentioned.	A. What do you think about when you hear the following terms: 1) handicapped 2) disabled 3) exceptional Write these three words across the top of a sheet of paper. Underneath each write the words or phrases which come to mind. (Are the words negative or positive?) B. Read pp. 2-5 in No Two Alike, Educational Development Center. Respond to the questions in "The Hazards of Labeling." C. Read pp. 8-9, "Who Are Children with Special Needs," and pp. 13-14, "Your Feelings about Special Children," in Day Care 8: Serving Children with Special Needs, DHEW.	12.2.1 Participate in a discussion with the class on the images you have of the handicapped, disabled, and exceptional. Peer evaluation.
12.2.2 Given activities to aid in self-evaluation, you will list your feelings toward exceptional children.	A. As a class, discuss the statements on exceptional children in the Appendix. Debate teams may be organized around these statements. B. Divide your paper into 4 sections and write down words, phrases, or pictures which answer the following: 1) What do I have to offer exceptional children?	12.2.2 Describe one or two things you learned about your feelings about exceptional children that you didn't know before.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.2 Develops an understanding of personal feeling and attitudes toward exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.2.2 (Continued)	2) What do exceptional children have that they can offer me? 3) How do I feel about working with exceptional children? 4) What do I need to learn to work with exceptional children? C. View the film Sara Has Down's Syndrome. How would you feel if you had a child like Sara?	
12.2.3 Given field trips and individual community service activities, you will discuss your initial impressions of exceptional children.	A. Visit schoolrooms for the following categories of exceptional children: 1) blind 2) visually impaired 3) deaf 4) auditorilly impaired 5) educable mentally retarded 6) trainable mentally retarded 7) profoundly mentally retarded 8) learning disabled 9) orthopedically handicapped 10) socially and emotionally maladjusted 11) gifted child 12) multiple handicapped B. Do community service volunteer work in at least three of the above classrooms for two hours in each class.	12.2.3 Summarize your impressions of each class visited. Keep a card index of services available for each area of exceptionality in your community.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.2 Develops an understanding of personal feeling and attitudes towards exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.2.3 (Continued)	C. Babysit or serve as a parent's helper in the home of an exceptional child.	

Task Area: 12.0 Working with Exceptional Children

Competency: 12.3 Develops an understanding of the special needs of exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALAUTION METHOD
12.3.1 You will list, define and characterize 9 areas of exceptionality	A. Divide into groups and select a specific type of exceptionality to research. Prepare a report with visual aid (s) to present to the other groups A list of readings for each area can be found in the Appendix. B. Using the Appendix in Day Care 8: Serving Children with Special Needs, DHEW, pp. 58-64, write for information from the various sources. C. Invite a speaker. Possibilities are: 1) speech specialist 2) school psychologist 3) teacher 4) parent with an exceptional child 5) doctor or nurse D. Observe exceptional children at school or at a friend's home. E. Select a book to read from No Two Alike, Educational Development Center, p. 84. F. Watch the filmstrip series Even Love Is Not Enough...Children with Handicaps...Intellectual Disabilities, Parents' Magazine Films, Inc.	12.3.1 Summarize various types of exceptional children and present your summary to the class. Peer evaluation.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.3 Develops an understanding of the special needs of exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.3.2 Given the characterisitics of the various types of exceptional children, you will list the special needs of each.	A. Read Day Care 8: Serving Children with Special Needs, DHEW, pp. 24-25. B. Role play: Imitate the characteristics of various types of exceptional children to discover the special needs they have. (Example: blindfold someone to simulate blindness. Remain seated or use crutches for an orthopedic handicap. Put on earmuffs or use cotton to partially reduce hearing) Select two students to role play the handicapped child and teacher and one to observe. You may role play situations. (Example: giving directions to a deaf child. Dance or other active period with an orthopedically handicapped child.) The observer should make notes on the teacher's tactics and expressed feelings as well as the problem which arise for the child. The rest of the class should make notes on the special needs they observe. C. Make believe you are an exceptional child. List the needs you have. Look at all areas of development, but concentrate on social and emotional needs. D. Watch filmstrip series, Love Is Not Enough...Children with Handicaps... Physical Disabilities, Parents' Magazine.	12.3.2 Individually, based on the reports in 12.2.1, Activity A, write a paper which presents the special needs which each type of child has. OR In a group, participate in the Speci Flowers Exercise. Each learner will select a type of exceptional child, then make a flower which represents the type of child, with each petal representing special needs. (See Appendix). Peer evaluation.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.3 Develops an understanding of the special needs of exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.3.2 (Continued)	E. Read a book which was written about an exceptional individual. Examine the special needs of the individual. F. Read "Beatitudes for the Cerebral Palsied," These Are Your Children, Scott Foresman Co., p. 288. G. Examine the child care environment in which you work. In what ways could the center be adapted to meet the needs of the exceptional child?	

Task Area: 12.4 Working with Exceptional Children

Competency: 12.4 Uses disciplinary and guidance techniques in working with exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.4.1 Given a list of activities for self-evaluation, you will list your attitudes toward discipline and punishment.	A. Define punishment and discipline in your own words. Divide your paper in half and list forms of punishment and discipline. Look at the definitions of discipline and punishment in The Nursery School, Read, pp. 105-106. How did your definitions differ? B. List ways you have been punished. List things you were punished for. How did you feel about it? C. React to this statement: "The ultimate goal of discipline for the child and all individuals is the acquiring of self control." Is this true for exceptional children? D. List behaviors which you think children should be disciplined for. List behaviors which you think only exceptional children should be disciplined for. How are they similiar? How do they differ? Read p. 28, "Guidance Behavior," Day Care 8: Serving Children with Special Needs, DHEW. E. Read pp. 54-62 in Good Schools for Young Children, Leeper, et al. Think of five situations when you were disciplined/punished. What values were being stressed by the person who disciplined you?	12.4.1 In a sharing circle, discuss: 1) What role does discipline have in a child care center? 2) What did you discover about your attitudes toward discipline? Peer evaluation.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.4 Uses disciplinary and guidance techniques in working with exceptional children.

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.4.1 (Continued)	F. What things do you value? Why do you discipline or punish children? Using the list of behaviors in Activity D, write down the value which is being expressed beside the behavior.	
12.4.2 Given a situation in which a child is exhibiting unfavorable behavior, you will change unfavorable behavior into more constructive behavior.	A. Read The Nursery School, Read, pp. 87-103. B. Read The Nursery School, Read, pp. 104-110. C. Read Good Schools for Young Children, by Leeper et. al., pp. 66-75. D. List 10 ways to redirect unfavorable behavior. Would you use these with exceptional children? Why or why not? E. Discuss what type of discipline should be used with exceptional children. Same? Easier? Harder? How will it differ from discipline of a normal child? F. Re-word 10 negative statements (Appendix) so that they redirect the child's behavior in a positive way. G. Select a behavior problem such as bad language, disrespect, destructiveness, etc. Examine possible reasons for the problem and possible solutions.	12.4.2 Self-evaluation: For 2 days keep a record of behavior problems which occurred and the ways you changed the behavior. Record the happenings which led up to the behavioral situation, the misbehavior, and your solution. Was it effective? Why or why not? OR Teacher will observe you working with children and evaluate you using the form in the Appendix.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.4 Uses disciplinary and guidance techniques in working with exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.4.2 (Continued)	H. As an individual or class, prepare a list of characteristics of good discipline. I. Read The Story of My Life, by Helen Keller. What role did discipline play in her life? Compare the discipline of her parents with that of her teacher. What methods were used to redirect her behavior? J. Watch the filmstrip series Even Love Is Not Enough..Children with Handicaps ...Behavioral and Emotional Disabilities, Parents' Magazine Films, Inc. Discuss discipline needed with maladjusted and/or brain damaged youngsters. As opposed to discipline needed for normal youngsters.	

Task Area: 12.0 Working with Exceptional Children

Competency: 12.5 Plans activities suitable for exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITES	EVALUATION METHOD
12.5.1 Given an exceptional child, you will adapt activities to the special needs of the child, according to the specially prepared lesson plan form in "Adapting Activities for Children with Special Needs."	A. Read "Adapting Activites For Children With Special Needs." B. Read and discuss "Building Skills and Self-Esteem" in No Two Alike, Educational Development Center, pp. 75-76. C. Read "Ways to Help Children with Special Needs," chapter 4 in Day Care 8: Serving Children with Special Needs, DHEW, pp. 39-57. D. Make a story book for a visually impaired child. E. Teach a visually impaired child to recognize shapes using the lesson plan form found in "Adapting Activities for Children with Special Needs." F. Prepare a musical experience for a deaf child using the lesson plan form found in "Adapting Activities for Children with Special Needs." G. Select a book with activities for pre-school such as as LAUNCH, Doing Things, Discovery Activities, and An Activities Handbook for Teachers of Young Children. Adapt the activity to meet the needs of the child using the lesson plan form in "Adapting Activities for Children with Special Needs."	12.5.1 Adapt an activity for an exceptional child using the lesson plan form in 'Adapting Activities for Children with Special Needs." Teacher evaluation of lesson plan, evaluation and revised lesson plan.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.5 Plans activities suitable for exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.5.1 (Continued)	H. Select an exceptional child to work with. Prepare a teaching kit by collecting and adapting 10 activities using the lesson plan form in "Adapting Activities for Children with Special Needs." I. Divide into 9 groups. Each group should select one specific type of exceptional child. Collect and adapt 10 activities using the lesson plan form in "Adapting Activities for Children with Special Needs." These activities may be compiled for class use or individual copies may be made for each student. (Groups may be formed by giving the type of exceptional child and asking who would like to develop activities for that child.)	
12.5.2 Given No Two Alike, Educational Development Center, you will teach self-care skills according to the "Skill Building Strategy" on pp. 77-80.	A. Read No Two Alike, Educational Development Center, "Skill Building Strategy," pp. 77-80. B. Read Day Care 8: Serving Children with Special Needs, DHEW, "General Guidelines," pp. 50-53. C. Discuss the importance of giving directions in teaching. Divide into pairs and sit with your backs to one another. One partner will use the picture in the Appendix and give partner directions to draw a copy of it. This may be done with one pair demonstrating and the rest of the class watching.	12.5.2 Teach a self-care skill to an exceptional child using the "Skill Building Strategy" on pp. 77-80 of No Two Alike. Self-evaluation. OR Write up a lesson plan for teaching the self-care skills using the form in the Appendix. Teacher and/or peer evaluation.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.5 Plans activities suitable for exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.5.2 (Continued)	A variety of designs may be used. At the end of the activity, list the characteristics of good directions. D. Select a partner. Choose a skill you have which your partner does not have. Using the "Skill Building Strategy" in No Two Alike, teach your partner the skill. E. Teach a blind child to tie shoes. F. Teach a deaf child to care for hearing aid. G. Teach a mentally retarded child to dress self.	

Task Area: 12.0 Working with Exceptional Children

Competency: 12.6 Demonstrates the ability to work with the parents of exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.6.1 Given a list of activities, you will list the needs of parents with exceptional children, according to the standards in the resources.	A. Read "Two Mothers" in No Two Alike, Educational Development Center, pp. 35-42. Discuss the needs of each mother and any of the ways those needs were met. B. Read "Jeffy Conrad" in No Two Alike, Educational Development Center, pp. 44-47. Discuss the questions at the end of the section. C. Read "Parents of Special Children," Day Care 8: Serving Children with Special Needs, DHEW, pp. 20-21. D. Review the film Sara Has Down's Syndrome. Read "Sara Sibley" in No Two Alike, Educational Development Center, pp. 43-44. Discuss how the various needs of Sara's parents were met. Consider: 1) personal needs 2) educational needs (adult) 3) educational needs (child) 4) need for family support 5) need for community support E. Arrange a panel discussion. Invite a doctor, school psychologist, special education teacher, and mother(s) and father(s) of an exceptional child in to discuss the needs of parents with exceptional children.	12.6.1 Participate in a sharing circle on parent's needs. Peer/ or self evaluation.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.6 Demonstrates the ability to work with the parents of exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.6.1 (Continued)	F. Construct a bulletin board on the needs of the parents of exceptional children. G. You are a reporter for the school paper. You are planning a series of articles on the needs of exceptional children. You have broken the needs of parents down into the following areas: 1) personal needs 2) educational needs (adult) 3) educational needs (child) 4) need for family support 5) need for community suport Divide into groups with each group selecting one area to discuss. After researching and reviewing information from previous activities, each group will present the results in a two-person interview. One person shall be the school reporter gathering material for the article and the other shall be a parent. You may wish to look at the resources available in No Two Alike and Day Care 8: Serving Children with Special Needs.	
12.6.2 Given methods of working with the parents of exceptional children, you will identify the purposes of the various methods as explained in Good Schools for Young Children, Leeper, et. al., Day Care 8: Serving Children with Special Needs, DHEW, and These	A. Read Good Schools for Young Children Leeper, et. al., pp. 376-388. B. Read Day Care 8: Serving Children with Special Needs, DHEW, pp. 21-23.	12.6.2 Class discussion on purposes of various methods of working with parents of exceptional children. Teacher evaluation.

Task Area: 12.0 Working with Exceptional Children

Competency: 12.6 Demonstrates the ability to work with parents of exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.6.2 (Continued) Are Your Children, Scott Foresman Company.	C. Read These Are Your Children, Scott Foresman Co., pp. 291-299. D. Invite the director or a teacher from Headstart to explain their parent involvement. Program E. Sharing Group: Select the method of communicating with parents that you feel most comfortable using. Explain why you chose the ones you did. What types of methods were they: formal or informal, direct or indirect? F. Sharing Group: Select the method of communicating with parents that you feel most comfortable with. Students who selected the same mehtod should meet in the same group. Discuss why you chose that instead of another method. What does the method you chose teach you about yourself?	

Task Area: 12.0 Working with Exceptional Children

Competency: 12.7 Displays a knowledge of the different types of services and facilities, public and private, for exceptional children

INSTRUCTIONAL OBJECTIVE	ALTERNATIVE LEARNING ACTIVITIES	EVALUATION METHOD
12.7.1 Given a list of community resources, you will summarize information on any available resources for the various types of exceptional children on the local, state and federal level.	A. Review information on the various types of exceptionality. Look for sources of information which are available to the public. B. Using "Appendix A: Community Resources" in No Two Alike, Educational Development Center, pp. 58-64, divide into groups to write for information on the various types of exceptional children. Each student in the group should write or contact 3 sources (local, state and federal level). A report should be made by each student providing the following information: 1) Tell purpose of resource. 2) Explain services provided. 3) Tell for whom the service is provided. 4) Other information. 5) Display of information. C. Plan a public information bulletin which describes public and private facilities and services available on the local, state and federal level. D. Plan a community workshop which explains the public and private facilities and services available for exceptional children on the local, state and federal level.	12.7.1 The class will write up a report of Activity B. Teacher and/or peer evaluation.

Appendix

LEARNING ACTIVITY
Objective 12.2.2

Activity A: As a class, discuss the following statements on exceptional children. Debate teams may be organized around these statements.

Discuss your reactions to the following statements:

1. Exceptional children should not be allowed in the classroom with normal children.

2. I do not know how to act around children with handicaps.

3. Handicapped children are dumb.

4. If a mother knows her child will be born with a handicap, she should get an abortion.

5. Special privileges should be given to handicapped children.

6. Special funds should be provided for special facilities in public buildings for the handicapped.

7. One should always help a handicapped person when you see one.

8. If a child is born and needs life support systems to live, the parents should let it die.

LEARNING ACTIVITY
Objective 12.3.1

Activity A: Divide into groups and select a specific type of exceptionality to research. Prepare a report with visual aid(s) to present to the other groups. A list of readings for each area can be found below.

Reading List Dealing with Various Types of Exceptional Children

1. Gifted

   a) Your Gifted Child, Children's Bureau Publication No. 371-1970.
   b) Your Child May Be A Gifted Child, Carson, Public Affairs Pamphlet No. 291 A.
   c) Good Schools For Young Children, Leeper, pp. 425-526.
   d) Child Care and Development, Ames, pp. 382-383.
   e) Educating Exceptional Children, Kirk, pp. 105-154; "Case Studies of the Intellectually Gifted", pp. 114-119.

2. Mentally Retarded

   a) The Child Who Is Mentally Retarded, Children's Bureau Folder No. 43-1970.
   b) New Hope For The Retarded Child, Jacob, Public Affairs Pamphlet No. 210 A.
   c) The Retarded Child Gets Ready For School, Hill Public Affairs Pamphlet No. 349, pp. 1-8, 14-18.
   d) Good Schools For Young Children, Leeper, pp. 426-428.
   e) Child Care and Development, Ames, pp. 386-389, 397-400.
   f) "Sara Has Down's Syndrome" (film)
   g) Day Care 8: Serving Children With Special Needs, pp. 49-52.
   h. Educating Exceptional Children, Kirk, pp. 191-235.

3. Visual Impairment

   a) The Preschool Child Who Is Blind, Children's Bureau Folder No. 39-1968.
   b) Good Schools For Young Children, Leeper, p. 429.
   c) Day Care 8: Serving Children With Special Needs, pp. 39-42.
   d) Educating Exceptional Children, Kirk, pp. 291-317.

4. Auditory Impairment

   a) Helping The Child Who Cannot Hear, Maffat, Public Affairs Pamphlet no. 479.
   b) Tim and His Hearing Aid, Ronnei and Porter, Alexander Graham Bell Association for the Deaf, 1965.
   c) Good Schools For Young Children, Leeper, p. 433.
   d) Child Care 8: Serving Children with Special Needs, pp. 43-45.
   e) Educating Exceptional Children, Kirk, pp. 257-386.

LEARNING ACTIVITY
Objective 12.3.1 (Continued)

5. Speech Impairment
   - a) *The Child With A Speech Problem*, Children's Bureau Folder No. 52-1970.
   - b) *Good Schools for Young Children*, Leeper, p. 433.
   - c) *Educating Exceptional Children*, Kirk, pp. 73-99.

6. Orthopedic Impairment
   - a) *Educating Exceptional Children*, Kirk, pp. 367-370.

7. Slow Learner
   - a) *Helping the Slow Learner*, Bienvenu, Sr., Public Affairs Pamphlet No. 405.

8. Learning Disabilities
   - a) "A Psychiatrist Questions the Practice of Treating Hyperactive Youngsters with Drugs to Help Them Function in School," *Parents' Magazine*, Nov. 1974, p. 53.
   - b) *Child Care and Development*, Ames, pp. 391-393.
   - c) *Day Care 8: Serving Children With Special Needs*, pp. 53-55.
   - d) *Educating Exceptional Children*, Kirk, pp. 41-68.

9. Behavior Disorders
   - a) *Good Schools For Young Children*, Leeper, pp. 433-434.
   - b) *Child Care and Development*, Ames, pp. 393-397.
   - c) *Day Care 8: Serving Children With Special Needs*, pp. 55-57.
   - d) *Educating Exceptional Children*, Kirk, p. 389.

EVALUATION
Objective 12.3.2 Given the characteristics of the various types of exceptional children, analyze the special needs of each, according to the standards in the resources.

Special Flowers

Below are listed the general needs of children, both normal and exceptional. Choose specific needs of exceptional children. The general needs may be placed on a bulletin board which you may place your flower.

General needs of all exceptional children may be illustrated by the sun (love), soil (understanding, encouragement etc.), butterfly (positive self-concept), etc.

Evaluation

Group can view Special Flowers bulletin board together and discuss the following questions:

1. How are the flowers alike?
2. How are they different?
3. Are there petals on another flower which might have been appropriate for yours?
4. Which petals might you, as a child care worker, meet?

LEARNING ACTIVITY
Objective 12.4.2

Activity F: Reword 10 negative statements so that they redirect the child's behavior in a positive way.

1. If you don't pay attention, you'll have to sit on the time out chair.
2. If you can't share with Mary, you can't play here.
3. Don't throw the blocks.
4. Don't run and yell inside.
5. Don't throw food at the table.
6. It's wrong to hit Johnny on the head.
7. You're a bad girl for not letting Mary play house with you.
8. Don't stand up while the bus is moving.
9. Don't push.
10. I told you to be careful with the paint. Now look -- it's all over you.

EVALUATION

Objective 12.5.1 Given an exceptional child, adapt activities to the special needs of the child, according to the specially prepared lesson plan form in "Adapting Activities for Children with Special Needs".

Adapting Activities Lesson Plan Form

Activity:

Source:

Student's Weak Area:

Abilities to Focus On:

Purposes:

Materials needed:

Procedure:

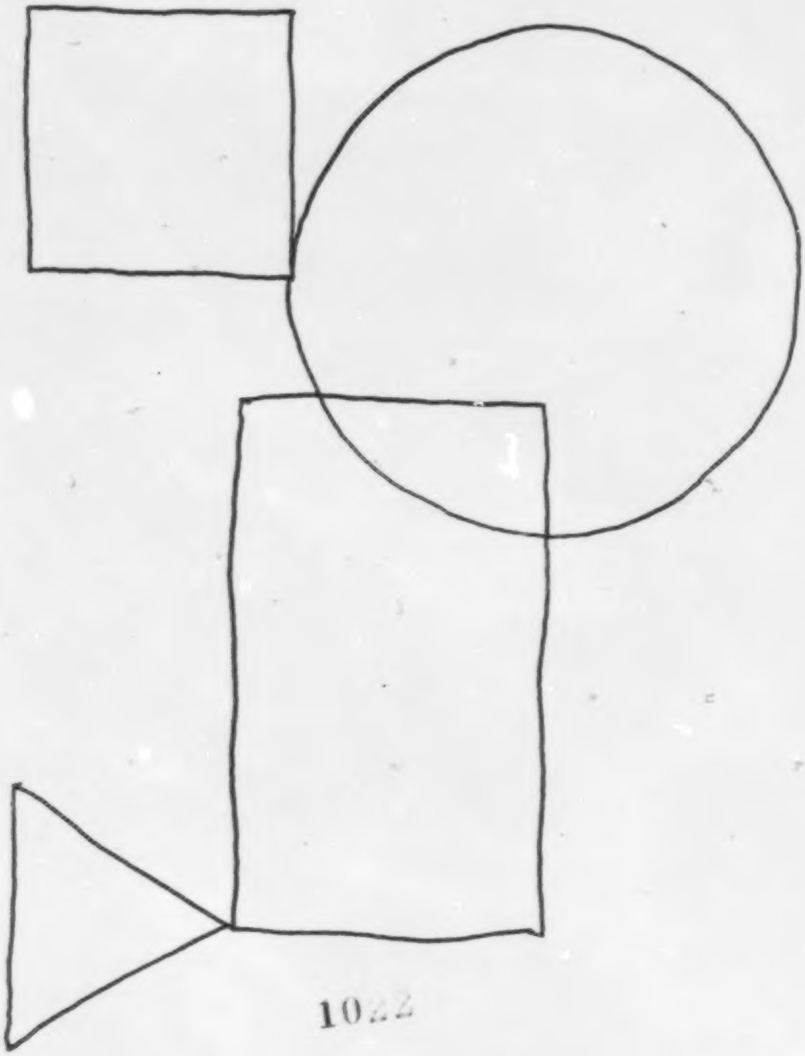
Evaluation

1. Was the student able to participate?
2. Was the student successful in achieving the purpose?
3. What difficulties did you encounter?
4. What things worked really well?
5. Did you have to change your procedure as you worked?
6. How can you improve this activity?
7. Rewrite your activity adding any changes you made as you worked, and any improvements you suggested afterwards.

LEARNING ACTIVITY
Objective 12.5.2

Activity C: Discuss the importance of giving directions in teaching. Divide into pairs and sit with your backs to one another. One partner will use the picture below and give partner directions to draw a copy of it. This may be done with one pair demonstrating and the rest of the class watching. A variety of designs may be used. At the end of the activity, list the characteristics of good directions.

Use this picture and give your partner only oral directions for drawing it.



EVALUATION
Objective 12.5.2 Given No Two Alike, teach self-care skills according to the "Skill Building Strategy" on pp. 77-80.

Skill Teaching

Name:

Self-care skill to be taught:

Skill(s) the child already possesses which will aid in learning the new skill:

Breakdown of skill into smallest parts:

Possible methods of reward:

Evaluation (Answer the following questions.)

1. Did the child learn the skill?
2. What difficulties did the child have in learning?
3. What difficulties did you have in teaching?
4. What methods of reward were successful? Which ones failed?
5. What changes would you make if you had to teach the child the same skill again?
6. Describe how you think the child felt while you were teaching and after the skill was learned.
7. Describe how you felt while teaching the child.

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    teacher communication, 12.6.3

SUPPLEMENTARY READING FOR STUDENTS
Task Area 12.0

1. AUTOBIOGRAPHY OF A SCHIZOPHRENIC GIRL, Sechehaye, Marguerite; Signet Pub.

2. BENEATH THE WHEEL, Hesse, Herman; (Translated from German by Michael Roloff), NY. Farra, Strauss, Giroux. 1968.

3. CHILD BUYER, THE, Hersey, John.

4. CHILD CALLED NOAH, A, Greenfield, Josh.

5. CHILD POSSESSED, A, Hutchinson, R.C.; NY. Harper Row. 1954.

6. CHILD WHO NEVER GREW, THE, Buck, Pearl; NY. John Day. 1950.

7. DEBBY, Steele, Mae; NY. Harper Row. 1950.

8. DIBS IN SEARCH OF SELF, Axline, Virginia; Boston: Houghton-Mifflin. 1964.

9. FOR THE LOVE OF ANN, Copeland, James; Ballantine Books. 1973.

10. GOING TO JERUSALEM, Charyn, Jerome; NY. Viking Press. 1969.

11. HEART IS A LONELY HUNTER, THE, McCullers, Carson; NY. Houghton-Mifflin. 1961.

12. I LOVE THE PERSON YOU WERE MEANT TO BE, Emmett, Martha Wiley; Papaerback Library. 1971.

13. I NEVER PROMISED YOU A ROSEGARDEN, Green, Hannah.

14. JORDI, Rubin, T.I.; Ballentine Books. NY. 1960.

15. KAREN, Killilea, Marie; Dell Publishing Co., Inc., 750 Third Ave., New York, NY. 10017. 1963.

16. LISA, BRIGHT AND DARK, Newfield, John; New York American Library. 1969.

17. LISA AND DAVID, Rubin, T.I.; NY. Ballentine Books. 1961.

18. NO LANGUAGE BUT A CRY, D'Ambrosia, Dr. R.; Dell Publishing Co., NY. 1970.

19. OTHER CAROLINE, THE, Ward, Mary Jane; Crown Publishers, Inc., NY. 1970. (about autism)

20. OUR SON KEN, Lorenz, Arah.

SUPPLEMENATARY READING FOR STUDENTS
Task Area 12.0 (Continued)

21. P.S. YOUR NOT LISTENING, Craig, Eleanor; Signet. 1972.

22. SEIGE, THE, Park, Clara G.

23. SNAKE PIT, THE, Ward, Mary Jane; Random House, NY. 1946.

24. STORY OF SANDY, THE, Wexler, Susan S.

25. SUNSHINE AND SHADOW, Beim, Lorraine; NY. Harcourt, Brace and World. 1952.

26. SYBIL, Auchineloss, Louis; Greenwood. 1952.

27. TELL ME THAT YOU LOVE ME, JUNIE MOON, Kellogg, Marjorie; NY. Farrar, Strauss, Giroux. 1968.

28. THIRTY-SIX CHILDREN, Kohl, Herbert.

29. THIS STRANGER, MY SON, Wilson, Louise.

30. THREE PARTS EARTH, Frederickson, Edna.

31. TO KILL A MOCKINGBIRD, Lee, Harper. Popular Library

32. WILD CHILD, THE, Trauffaut, Francis; Washington Square Press. 1973.

33. WILL THERE REALLY BE A MORNING? Farmer, Francis; Dell Publ. Co. Inc. 1972.

34. WITH LOVE FROM KAREN, Killilea, Marie; Dell Publ. Co. Inc., NY.

SUPPLEMENTARY READING FOR STUDENTS
Task Area 12.0

Pamphlets

1. CHILD WHO IS MENTALLY RETARDED, THE, Available from the Superintendent of Documents, Washington, DC. 20402.

2. EDUCATION OF THE SEVERELY RETARDED CHILD, U.S. Health, Education and Welfare Dept., Classroom programs, Williams, Harold M.; Office of Education, Available from the Superintendent of Documents, Washington, DC. 20402. November 1963. 82 p.

3. FACTS ON MENTAL RETARDATION, Covers such areas as causes, prevention, cost, and steps required to meet the need. Available from the National Association for Retarded Children, 420 Lexington Ave., New York, NY. 10017. 15 p.

4. FAMILIES OF MONGOLOID CHILDREN, Available from the Superintendent of Documents, Washington, DC. 20402.

5. INTRODUCTION TO MENTAL RETARDATION - PROBLEMS, PLANS, AND PROGRAMS, AN, Available from the Superintendent of Documents, Washington, DC. 20402. (Includes a bibliography of Mental Retardation - Publications of the Dept. of Health, Education and Welfare and a list of films available on loan without cost).

6. MENTALLY RETARDED CHILD AT HOME, THE, Available from the Superintendent of Documents, Washington, DC. 20402.

7. MENTAL RETARDATION, ITS BIOLOGICAL FACTORS: HOPE THROUGH RESEARCH AND CHILDHOOD DISORDERS OF THE BRAIN AND NERVOUS SYSTEM, Single copies available free from the National Institute of Neurological Diseases and Blindness, National Institutes of Health, Bethesda, MD. 20014.

8. PLAY TO GROW, PLAY TO LEARN, How games, sports and exercises can help the retarded child. Available free from the Joseph P. Kennedy Jr. Foundation. 1411 "K" St., N.W., Washington, DC. 20005.

9. PRENATAL CARE, Available from the Superintendent of Documents, Washington, DC. 20402.

SUPPLEMENTARY READING FOR STUDENTS
Task Area 12.0

Periodicals

1. AMERICAN ANNALS OF THE DEAF, Conference of Executives of American Schools for the Deaf, American Instructors of the Deaf, 5034 Wisconsin Ave., N.W., Washington, DC. 20002.
2. AMERICAN JOURNAL OF DEFICIENCY, American Association of Mental Deficiency, Boyd Printing Co., 49 Sheridan Ave., Albany, NY. 12210.
3. EASTER SEAL BULLETIN, National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Ave., Chicago, IL. 60612.
4. EXCEPTIONAL CHILDREN, Council for Exceptional Children, 1411 South Jefferson Davis Highway, Building 1, Suite 900, Arlington, VA. 22202.
5. EXCEPTIONAL PARENT MAGAZINE, THE: PRACTICAL GUIDANCE FOR THE PARENTS OF EXCEPTIONAL CHILDREN, Psychology Education Corporation, 264 Beacon St., Boston, MA. 02116.
6. GIFTED CHILDREN QUARTERLY, National Association for Gifted Children, 8080 Springvalley Drive, Cincinnati, OH. 45236.
7. JOURNAL OF LEARNING DISABILITIES, Professional Press, Inc., 5 N. Wabash, Chicago, IL. 60602.
8. JOURNAL OF SPECIAL EDUCATION, 3360 Byberry Road, Philadelphia, PA. 19154.
9. JOURNAL OF SPEECH AND HEARING DISORDERS, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, DC. 20014.
10. JOURNAL OF SPEECH AND HEARING RESEARCH, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, DC. 20014.
11. MENTAL RETARDATION NEWS, National Association for Retarded Children, 2709 Avenue E, East Arlington, TX. 76011.
12. NEW OUTLOOK FOR THE BLIND, American Foundation for the Blind, Inc., 15 W. 16th St., New York, NY. 10011.
13. PHYSICAL THERAPY, American Physical Therapy Association, 1156 15th St., N.W., Washington, DC. 20005.
14. READING TEACHER, International Reading Association, Six Tyre Ave., Newark, DE. 19711.
15. TODAY'S HEALTH MAGAZINE, American Medical Association, 535 N. Dearborn St., Chicago, IL. 60610.
16. VOLTA REVIEW, Alexander Graham Bell Association for the Deaf, Inc., 1537 35th St., N.W., Washington, DC. 20007.

SUPPLEMENTARY READING FOR STUDENTS
Task Area 12.0 (Continued)

10. RETARDED CAN BE HELPED, THE, Includes causes, meeting the need, classifications of Mental Retardation. Available from the National Association for Retarded Children, 420 Lexington Ave., New York, NY. 10017.

11. RETARDED CHILD GOES TO SCHOOL, THE, U.S. Health, Education and Welfare Dept., Williams, Harold M., Office of Education. Available from the Superintendent of Documents, Washington, DC. 20402. 1961. 25 p.

12. YOUR CHILD MAY BE A GIFTED CHILD, Carson, Ruth; Public Affairs Pamphlet No. 29 A, 381 Park Ave., South, New York, NY. 10016.

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